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THE IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN
TALENTS, STUDIES OF A COMPLETE AGE GROUP - AGE 15.
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A SAMPLE OF 15-YEAR-OLDS WAS LOCATED AND TESTED AS AN ESSENTIAL PART OF PROJECT TALENT, A NATIONAL INVENTORY OF APTITUDES AND ABILITIES OF HIGH SCHOOL YOUTH. A PROBABILITY SAMPLE OF ALL 15-YEAR-OLDS IN THE UNITED STATES WAS ESTABLISHED, CONSISTING OF 4 1/2 PERCENT OF ALL SUBJECTS IN GRADES 9 THROUGH 12 AND LESS THAN ONE-HALF OF ONE PERCENT OF ALL OTHERS. THE 9 THROUGH 12 GRADE SEGMENT WAS TESTED AS PART OF THE PROJECT TALENT TESTING. THE PROJECT TALENT BATTERY OF TESTS INCLUDED A NUMBER OF APTITUDE AND ACHIEVEMENT MEASURES. A SPECIAL QUESTIONNAIRE WAS USED FOR INFORMATION ON LAST GRADE COMPLETED, REASON FOR DROPPING OUT, AND OTHER FACTS. DATA WERE ANALYZED FOR THE SAMPLE OF 15-YEAR-OLDS, THOSE NOT ATTENDING SCHOOL, AND PROJECT TALENT. RESULTS WERE DISCUSSED IN NINE CATEGORIES. AN IMPORTANT OUTCOME WAS THE DEVELOPMENT OF NATIONAL NORMS ON A VARIETY OF APTITUDE AND ACHIEVEMENT VARIABLES, BASED ON 75,000 SUBJECTS, REPRESENTING A COMPLETE AGE GROUP. (RS)

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PROJECT TALENT

THE IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS

Studies of a Complete Age Group - Age 15

Cooperative Research Project No. 566

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1963

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FOREWORD

This report, which is the final report on Cooperative Research Project No. 566, carried out by the University of Pittsburgh under contract with the United States Office of Education, is the third in a series of technical reports dealing with Project Talent. The first two are:

1. Flanagan, Dailey, Shaycoft, Orr, Gorham, & Goldberg. Designing the study. Pittsburgh: 1960. (Technical report to U.S. Office of Education, Cooperative Research Project No. 635.)

and

2. Flanagan, Dailey, Shaycoft, Orr, & Goldberg. Studies of the American high school. Pittsburgh: 1962. (Final report to U.S. Office of Education, Cooperative Research Project No. 226.)

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Phillip J. Rulon, Harvard University
Frederick Stephan, Princeton University

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Isadore Goldberg, of the Project Talent staff, in his capacity as Student Information Blank Editor, was in charge of the development of special instruments prepared specially for use in this study, such as the Supplement for the Student Information Blank.

Dr. William A. Gorham, formerly Supervisor for Special Studies on Project Talent, was in charge of the field collection of data for this project. This included planning and supervision of the entire undertaking of locating and arranging to test all 15-year-olds in the designated areas who were not in high school.

Members of the Project Talent staff who played major roles in the project include, in addition to those already named, Glenn E. Roudabush, Director for Analytical Research; and George R. Burket, Director for Data Bank Research. Mr. Roudabush and Dr. Burket were responsible for the computer programing phases of the analysis.

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Marion F. Shaycoft planned and directed the data analysis phase of the project, and in her capacity as principal author, wrote the major part of the report, and edited the entire report.

David B. Orr participated in the preparation of an early draft report on the sampling procedures, data collection, and a preliminary analysis of the Student Information Blank Supplement and field reports from the regional coordinators.

Clinton A. Neyman, Jr. drafted part of Chapter V, prepared Appendix D, and participated in the editing of the entire manuscript.

Stuart E. Sherman supervised the hand processing of the Student Information Blank Supplement and the hand computations that were done for this report.

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John C. Flanagan
Responsible Investigator

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Chapter I. INTRODUCTION

A. Purpose of the Research

As a part of the larger program of research on the identification, development and utilization of human talents, a study was conducted under Office of Education Cooperative Research Project No. 566, to locate and test a sample of all members of a specific age group whether or not in school. The larger study, which is still in progress, has been fully described elsewhere.* The special study which is the subject of the present report has several objectives:

1. To insure, by supplementing the data on high school students (collected under the main phase of the larger research program) with data on boys and girls of high school age but not in high school, that the national inventory of talents would be truly comprehensive.

2. To develop national norms based on a truly representative sample of an age group--rather than just on those members of the age group who are in high school, and who therefore do not provide adequate representation of the seriously retarded.

3. To compare the following four groups of persons with regard to various important characteristics:

    a. School dropouts

    b. Students who are in school but below the normal grade for age

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*Flanagan, Dailey, Shaycoft, Orr, Gorham, & Goldberg. Designing the study. Pittsburgh: 1960. (Technical report to U.S. Office of Education, Cooperative Research Project No. 635.)

Flanagan, Dailey, Shaycoft, Orr, & Goldberg. Studies of the American high school. Pittsburgh: 1962. (Final report to U.S. Office of Education, Cooperative Research Project No. 226.)

c. Students who are making normal progress through school

d. Accelerated students

Among the important variables in regard to which these four groups are to be compared are:

a. Aptitudes, abilities, and educational achievement levels

b. Background characteristics: family, home, activities

c. Interests, goals, and aspirations--with particular emphasis on factors related to choice of an occupation

4. To draw inferences concerning the factors that lead students to drop out of school.

5. To provide a substantial body of data concerning the aptitudes and abilities of a representative sample of members of a single age group, so that later on, when follow-up data become available, these data can be used to provide answers to questions such as the following:

   a. How many dropouts have entered various trades and industrial occupations?

   b. What are the aptitude and interest patterns of the dropouts who entered these trades and occupations?

   c. What influence does the training acquired during the time in school (e.g., training in shop work) have upon later occupational activities?

   d. How do dropouts compare in job progress and effectiveness on the job with persons completing their high school education who entered similar occupations?

   e. What are the chances for improving current teaching methods, on the basis of inferring the effects of present methods, by comparing the success attained by high school graduates with the success attained by those who receive no education beyond the eighth or ninth grade?

B. Scope

The design of the research called for efforts to secure a sample that would be as representative of a complete age group as possible. This meant that the sample was to include not only high school students in Grades 9-12 (who were the subjects used in the larger program of research of which the present study is a part) but also members of the selected age group who were in any of the following categories:

1. Still in school, but not in Grade 9, 10, 11, or 12
2. School dropouts
3. Not in school, because of serious illness or physical disability
4. Mentally retarded
5. In institutions

It was subsequently decided that the purposes of the project could be furthered by providing a substantial body of data concerning the aptitudes and abilities of 7th and 8th grade students. This would make it possible later on, when follow-up data become available, to supplement information concerning the out-of-school members of the selected age group with information on another sizable group of persons who could not be covered by the main Project Talent sample. This important supplementary group would consist of those 7th and 8th graders who are destined to drop out before reaching high school, and also a more representative group at these grade levels with whom the dropouts can be compared.

C. Choice of Age Group

On the basis of a preliminary survey of the situation, it was decided to use 15-year-olds as the complete age group. The decision that this would be the optimal group was dictated by both practical and theoretical considerations.

For practical reasons the selected age group had to meet two conditions. First, almost everyone in the age group would have to still be in school; and secondly, most of those in school would have to have reached high school. The first of these conditions was important because those still in school would be comparatively easy to locate and to arrange to test, while it was obvious that this state of affairs would not be generally applicable to those not registered in school. Some of these out-of-school youth might be very difficult or impossible to locate, and others, even if located might be difficult to persuade to subject themselves to testing. And the second condition, the requirement that most of those in school have reached high school, would make it feasible to use the regular Project Talent sample to provide a probability sample of members of the selected age group who were in Grades 9-12. This requirement that the vast majority of the population under consideration be in high school meant that the selected group had to be at least 15 years old, since a very sizable proportion of 14-year-olds are in Grade 8.

By a convenient coincidence, the 15-year-olds turned out to be not only the youngest group that would be feasible but also the oldest, since it was the last age group for which, because of the compulsory school attendance laws, almost all of the youth of the nation would still be in school. (In most states it is legal to drop out of school at age 16 but not before.)

Those were the practical considerations that dictated choice of the 15-year-olds as the age group to be studied. As for the theoretical considerations, it must be borne in mind that one of the primary goals of Project Talent was to secure a national inventory of abilities. For this purpose the 15-year-olds seemed more suitable than a younger group would be, since the 15-year-olds would be more like an adult group, and therefore the data would provide a better basis for drawing inferences about the distribution of various kinds of abilities among adults.

For these reasons, then, the 15-year-old age group was chosen as the group on which to base the research described in this report. For this study, 15-year-olds were defined as boys and girls who had passed their 15th birthdays as of 1 March 1960 but had not yet reached their 16th birthdays.

Chapter II. PROCEDURE

Since a study of a large-scale nationally representative sample of a single age group had never been carried out before, procedures had to be developed from the beginning. In order to avoid expensive duplication of effort, data collection for the present study was coordinated with that for the larger study. While this procedure had the minor disadvantage of making the present study somewhat dependent upon certain phases of the larger study, to have done it any other way would have doubled or tripled the costs.

A. Sampling

Having defined the population of interest, the next problem was to select a sample for study. Since the sampling procedure was tied to that for the main study, the latter will be summarized first.* But because both the regular sample for the main study and the special sample for the study of 15-year-olds are essentially "probability samples", it seems advisable to precede the description of the procedures used with a brief discussion of the nature of such samples.

1. The concept of "probability samples"

By "probability sample" is meant a sample chosen in such a way that the following conditions are met:

a. For every member of the population the *a priori* mathematical probability of inclusion in the sample must be known.

b. For every member of the population this *a priori* probability must be greater than zero. In other words every member of the population must have *some* chance of being included in the sample.

Note that in a probability sample the probability of selection does not have to be the *same* for all members of the population. The

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*Full details about the sampling procedure are given in Chapter III of *Designing the study*. (Flanagan. et al., op. cit.)

probabilities merely have to be known and greater than zero. In the data analysis stage, it is possible to correct for differential probabilities (i.e., differential sampling ratios) by appropriate differential weighting of the cases.

Use of a probability sampling procedure is the one best way of insuring that unbiased estimates of population values can be obtained.

2. The regular Project Talent sample

The regular Project Talent sample consists basically of all the students in Grades 9, 10, 11, and 12 in between four and five per cent of all secondary schools in the United States. The high schools selected were a stratified random sample of all senior high schools, and the associated junior high schools. The stratification variables were:

a. Broad category of school

For this purpose the schools were divided into three broad categories: public, parochial, and private.

b. Geographical area

For this purpose 56 strata were used, namely: the five cities with populations in excess of 1,500,000 (New York, Chicago, Los Angeles, Philadelphia, Detroit); the District of Columbia; and the 50 states (with the five large cities named above removed).

c. Size of senior class

This basis of stratification was used for public schools only. The following four strata were used: (1) under 25 seniors; (2) 25-99 seniors; (3) 100-399 seniors; and (4) 400 or more seniors.

d. Retention ratio

This value, which was defined as ratio of number of graduates* to number of tenth-graders**, was also used as a stratification variable for the public schools (but not for the private or parochial schools).

On the basis of technical considerations concerning sampling methodology, it was decided that the most efficient sample of a given size would be obtained by using differential sampling ratios for the different school size strata (undersampling the smallest public schools, oversampling the largest ones, and correcting the resultant data through

---

*In 1958-1959 school year

**In 1957-1958 school year

the use of differential school weights). Accordingly the following sampling ratios were used:

	Sampling ratio
Public schools with fewer than 25 seniors	1:50
Public schools with 25-399 seniors	1:20
Public schools with 400 or more seniors	1:13
Parochial schools	1:20
Private schools	1:20

Exceptions to this procedure occurred in New York City and Chicago, where through special arrangements with the school authorities, more schools participated but only a sample of the students in the included schools were tested. In New York City every senior high school and every junior high school participated; it was agreed to test one out of 12 students in each school. In the case of Chicago's 38 academic and technical high schools, 20 of them were selected at random and one-tenth of the students in every grade in every selected school were tested.

Throughout the sampling process, in every instance where randomization was required, it was achieved through the use of random numbers. It might be mentioned in passing that for some of the sampling operations the random numbers were generated by an electronic computer and for other operations they were found in a published table. The distinction between the two sources of random numbers is of no real importance, however. The important point is that no efforts were spared to make the sampling process a genuinely random one.

The resultant sample consisted of 1063 senior high schools, together with the associated junior high schools. Of the 1063 invited schools 987 agreed to participate. This amounted to an unusually large total acceptance rate, 93 per cent. The breakdown of sampling units (senior high schools) invited and accepting is shown in Table II-1.

In summary, then, a probability sampling procedure was used, with senior high schools constituting the sampling unit, to select the regular sample. This sample consists of 987 senior high schools that agreed to participate, together with 238 associated junior high schools--a total of 1225 schools. This regular sample comprises public, parochial, and private schools. A total of nearly 400,000 students in Grades 9-12 were tested in these schools. These 400,000 students constitute the regular Project Talent sample.

3. Division of the regular sample into ten subsamples

For use in analyses where the total regular sample would not be required, the 987 high school sampling units were divided into ten

Table II-1

Number of Sampling Units that Participated or Declined to Participate in Project Talent

	Number of senior high schools			
	Public	Parochial	Private	Total
Participating	822	114	51	987
Declined	57	11	8	76
Total	879	125	59	1063

subsamples which were as close to equivalent in terms of the stratification variables as could reasonably be achieved. Junior high schools were assigned to the same subsamples as the senior high schools with which they were associated. In the case of junior high schools (such as those in New York City) which were not directly associated with any specific senior high school, the school was assigned to a subsample on whatever other basis seemed reasonable, in order to maintain the qualitative (and quantitative) equivalence of the ten subsamples to as great a degree as feasible.

The resultant ten approximately equivalent subsamples into which the 1225 junior and senior high schools of the regular sample were divided were designated "Subsamples 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9." As will be seen, one of these ten subsamples ("Subsample 0") plays a major role in the study of 15-year-olds.

The 76 schools which had been invited to participate in Project Talent but had declined were likewise distributed among the ten subsamples, for possible inclusion in special studies involving school characteristics.

4. The special sample of 15-year-olds

For the special study of 15-year-olds with which this report deals, it was necessary to obtain a special sample of 15-year-olds not in Grades 9-12, to supplement the members of this age group who were in our regular sample. This special sample was to consist of those 15-year-olds not in high school who were residing in the school districts corresponding to one-tenth of the "general-purpose public senior high schools" in our regular sample. (The term "general-purpose high school" will be explained a little later.)

For this purpose it was decided to use the school districts corresponding to the general-purpose public senior high schools in "Subsample 0," which is one of the ten subsamples into which the regular sample had been divided (as described in Paragraph 3 above).

The use of school districts corresponding to general-purpose public senior high schools was based on the assumption that for every bit of habitable area in the United States there is a general-purpose public high school to which residents can send their offspring, and that therefore by using as the sampling units the geographical areas to which these schools correspond, a probability sample can be obtained.

In order to simplify determination of the a priori probabilities of inclusion, it was considered desirable to divide the country into geographical sampling units in such a way that each member of the population (non-high-school 15-year-olds) would be included in only one sampling unit. Hence the decision that only "general-purpose public high schools" would be used. General-purpose public high schools were defined operationally as the set of high schools meeting the requirement that together the districts defined as corresponding to them would cover the United States completely and without overlap. This meant that these schools would mostly fall in the category of comprehensive high schools, and that non-public schools, vocational high schools, and other special purpose public high schools (e.g., schools for the deaf) would not be included. It also meant that some ad hoc redefinition of "school districts" would be necessary for use in defining the special sample in situations where more than one general purpose high school was available to residents of an area. For instance, let us consider the situation in a multi-school town where the high schools did not have specific area boundaries. If there were N general-purpose high schools in such a town and n elementary or junior high schools, and if one of the N high schools were in Subsample 0, the area defined as corresponding to this high school would be that corresponding to the $\frac{n}{N}$ elementary schools or junior high schools closest to the "Subsample 0" high school.

A slightly different procedure was necessary in New York and Chicago, where the regular sample had not been defined as including 100 per cent of the students in the included schools.

In New York City the geographical areas for the special sample of 15-year-olds were defined as the school districts corresponding to five junior high schools chosen randomly within boroughs (one junior high school for each of the five boroughs of the city).

In Chicago two elementary schools were selected randomly to define the school district for the special 15-year-old sample.

In those sections of the South where segregated schools still exist, when the school for whites was in Subsample 0 only whites were included in the corresponding group of 15-year-olds not in high school. Likewise when the school for Negroes was in the subsample, only Negroes were included in the corresponding non-high-school group. This was done in order to maintain the "probability sample" feature, which was deemed very important from the point of view of subsequent statistical analysis of the data.

Of the 88 public senior high schools in Subsample 0, 84 had participated in Project Talent (the main study) and four had not. Three of the 84 participating schools were eliminated from the special study of 15-year-olds because they were vocational schools and one was eliminated because it was a special school drawing its students from the entire state, and thus did not define a school district. Elimination of the seven Subsample 0 general senior high schools from New York City and the two from Chicago left 75 school districts in addition to the five junior high school districts for New York City and the two elementary school districts for Chicago. Thus altogether there were 82 school districts comprising the geographic area for the special sample. Of these 82, 78 were for schools that had participated in the regular testing. Regional Coordinators were able to secure complete cooperation from 75 of the 78 schools. The other three, like the four that had not participated in the main study, found it administratively not feasible to cooperate in the study of 15-year-olds.

5. The supplementary sample

In addition to the regular sample of students (consisting of students in Grades 9-12 in the regular sample of schools) and the special sample of 15-year-olds, some other groups were also tested. These groups, which are excluded from all analyses of the "regular sample data" but are available for inclusion in special studies where appropriate, include, among others:

a. The entire 8th grade in certain schools whose Grade 9-12 students are in the regular sample.

b. A "saturation sample" of Knox County, Tennessee, including the city of Knoxville. This saturation sample consists of every student in every school (public, parochial, or private) in Knox County, in Grades 8-12. Two Knox County senior high schools had been chosen for inclusion in the regular sample. The supplementary sample includes, in addition to the Grade 8 students in these two sampling units, all the rest of the Grade 8-12 students in Knox County.

c. A few other schools, in which, by special arrangement, all students in Grades 9-12 were tested.

The first two of the three categories of supplementary sample cases described above are expected to provide valuable auxiliary data to that obtained in future analyses of the special sample of 15-year-olds. The special value of the supplementary sample lies in the fact that it will provide data on a very sizable group of 8th graders, and thus will provide useful supplementary information on those students who drop out of school without ever entering high school.

Thus the 1225 secondary schools of the regular sample were importantly augmented by 123 supplementary sample schools. Five additional junior high schools, which lacked a 9th grade but contained many 15-year-olds below Grade 9 who were needed for the special sample, brought the total number of schools in Project Talent up to 1353, about 5 per cent of all secondary schools in the United States.

B. Data Collection for Special Sample

1. Locating the 15-year-olds belonging in the special sample

Regional Coordinators made intensive efforts to locate 15-year-olds not in high school (Grades 9-12) who lived in the 75 school districts. The first source of information consulted was the school system itself. In many communities accurate records were available at the school superintendent's office. The Regional Coordinators were thus able to utilize the records of these school systems to identify the 15-year-olds not in school as well as those in school below the 9th grade.

In most states there are rigidly enforced laws requiring students to attend school until the age of 16, so that there were extremely few 15-year-olds not in school and these few generally were institutionalized cases. Thus in most states, virtually all the 15-year-olds were locatable.

In other communities various agencies and persons were helpful in identifying and locating the 15-year-olds out of school. These included truant officers, visiting teachers, probation officers, police, sheriffs, and welfare agencies.

In some cases, after lists of possible 15-year-olds out of school were obtained, the last known address was visited to try to determine the status of the individual.

2. Testing the 15-year-olds in the special sample

Fifteen-year-olds who were in school but not in Grades 9-12 were tested in a number of ways, depending on what procedure fitted best in the local situation. Very often the 15-year-olds were brought to the high school and tested along with the other students. In some cases, this involved collecting students on a bus from several schools and taking them to the high school on the testing days. School systems cooperated fully in these round-ups. In other cases, it was administratively easier to test the entire 7th and 8th grades of an elementary or junior high school, in order to have all the 15-year-olds included in the group tested. Non-public schools cooperated in testing 15-year-olds below the 9th grade, either by sending them to the public high school or by testing them in the elementary schools.

In cases where 15-year-olds were not attending any school at all, the Regional Coordinators made special arrangements to try to test them. Very often this entailed testing them individually. In other cases, it was possible to test several at one location. In one case, a high school principal drove around a county, collected twenty-six boys and girls, and brought them in from miles around, for testing. They were paid a modest fee to take the tests or to be interviewed. The school superintendent personally assisted in this operation.

The standard Project Talent battery was used for the special sample. One additional instrument, called Supplement for the Student Information Blank,* was used only for the 15-year-olds not in any school.

3. Adequacy of the data collection

There is reason to believe that in almost all cases the Regional Coordinators were very thorough in their efforts to collect the required data. (Some specific examples of their intensive efforts are described in Paragraphs 1 and 2 above.)

However, there were a few areas where such great difficulties were encountered that even strenuous efforts to locate 15-year-olds out of school met with only limited success. For example, in one southeastern community where no compulsory school attendance law was in effect, hardly any 15-year-olds out of school could be found. But instances where something like that happened are only isolated incidents, and therefore it seems reasonable to suppose that on the whole the sample was fairly complete. Certainly there was some coverage of most of the major groups known to contribute a sizable proportion of the dropouts. Boys and girls of Mexican and Puerto Rican origin (especially in Texas and New York City) and Negroes in the large cities and the South were among the groups represented.

Unfortunately, however, though most 15-year-olds apparently were located, it did not prove possible to test them all. A record form was gathered for most, but test scores and other data were sometimes impossible to get. Some 15-year-olds below the 9th grade but in school apparently were not tested because of mix-ups or because it proved impossible to make suitable arrangements. But many others were not tested for the simple reason that the Regional or Local Coordinators found them incapable of taking the tests. Their reading and writing skills were quite inadequate for the task.

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*Shown in Appendix A.

Table II-2 shows a breakdown of the 82 sampling units which define the school districts for the special sample of 15-year-olds. For slightly more than half of the schools cooperating there are apparently no 15-year-olds in the district who are not in school.

Table II-2

Tabulation of the Sampling Units (School Districts) in the Special Sample

	No. of School Districts	
A. Schools reporting no 15-year-olds out of school		
1. Reporting some 15-year-olds below Grade 9	30	
2. Reporting no 15-year-olds below Grade 9	10	
Subtotal		40
B. Schools reporting some 15-year-olds out of school		
1. Reporting some 15-year-olds below Grade 9	26	
2. Reporting no 15-year-olds below Grade 9	9	
Subtotal		35
C. Schools for which no data are available		7
Total		82

Table II-3 shows the number of 15-year-olds not in school and in school below Grade 9, separately for schools reporting no 15-year-olds out of school, and for schools reporting some. In each case the estimated total number of 15-year-olds below Grade 9 is partially inflated since schools sometimes reported students as 15-year-olds who were outside this age range. On the other hand some cases, particularly 15-year-olds below Grade 9 in the non-public schools, may not have been located.

Table II-3

Number of 15-Year-Olds in the Special Sample, and Kinds of Data Obtained about Them

	Number of 15-Year-Olds				
	Below Grade 9				
Kind of Data Obtained	In Type A* School Dist.	In Type B* School Dist.	Total	Out of School (Type B*)	Total
Complete test data	224	267	491	13	504
Partial but not complete test data	52	175	227	9	236
Partial or complete test data	276	442	718	22	740
SIB supplements	---	---	---	103	103
SIB supplements and/or partial or complete test data	276	442	718	106	824
No data	159**	275**	434**	147**	581**
TOTAL	435**	717**	1152**	253**	1405**

*School districts
"Type A" means district for school reporting no 15-year-olds out of school
"Type B" means district for school reporting some 15-year-olds out of school

**Estimated number, based mainly on Regional Coordinators' reports

It will be noted that the number of 15-year-olds below Grade 9 who were tested is somewhat smaller than the estimated population. This is due to the difficulties involved in actually locating these students, and getting them to report for the tests. Further reduction of the number of 15-year-olds below Grade 9 for whom complete information was obtained is due to the fact that some of the academically retarded boys and girls were unable to complete the tests and fill in the forms, or became discouraged in their attempts to do so.

The 15-year-olds out of school were even harder to locate, and the 103 Supplements for the Student Information Blank and the 22 partial or complete sets of test data probably were all that could be obtained. These boys and girls were even more reluctant in most cases to take tests and fill out forms (and less capable of doing so) than those in school below the 9th grade.

C. Differential Weighting of the Cases

As has already been indicated in the discussion of sampling procedures, differential weights correcting for differential sampling ratios were necessary in order to obtain unbiased estimates of means, standard deviations, and other values for the national population represented by the sample.

Four sets of weights (designated Weight A, Weight B, Weight C, and Weight D) have been developed for Project Talent, each suitable for a different purpose, but since only three of these sets (Weights A, B, and D) are applicable to the special study of 15-year-olds, only these three will be described here.

Weight A, when applied to a group of students in the regular sample, is intended to reproduce the national population represented by that group. Thus weighted means obtained by applying Weight A to all Grade 12 boys in the sample who plan to go to college should be unbiased estimates of the corresponding means for all such boys in the entire country.

Weight A is the same for all the students in a school. It equals the reciprocal of the sampling ratio, divided by the proportion of the invited schools in its category (on the basis of the stratification variables) that agreed to participate in Project Talent. Thus it corrects simultaneously for differential sampling ratio and for differential acceptance rate.

Weight D is intended for use solely in analysis of the data for the 15-year-olds. For each 15-year-old in high school, Weight D is identical to Weight A. For each 15-year-old in the special sample, except in New York City, Weight D is exactly ten times as large as Weight A for the corresponding high school cases. This multiplication by ten corrects for the fact that only one of the ten regular subsamples was used in determining the school districts for the non-high school cases. In the case of four of the five junior high school districts used to define the special sample in New York City, Weight D equals ten times the number of junior high schools in the corresponding borough. (In the case of the fifth borough, Richmond, an additional adjustment had to be made to correct partially for the fact that this borough is not fully covered by junior high school districts.) A similar adjustment was theoretically necessary for the special sample cases in Chicago, but by coincidence the adjusted value for Weight D turned out to equal ten times Weight A, so that no special modification was needed for Chicago.

Weight B, unlike Weights A and D, is primarily applicable to the schools themselves, rather than to the boys and girls in those schools (or resident in the corresponding school districts). When the Weight B values are applied to a group of schools in the regular sample (e.g., all the public high schools in cities with populations between 5000 and 250,000) the purpose is to get an estimate of statistics based on all such schools, whether in the regular Talent sample or not.

Weight B, like Weight A, corrects simultaneously for differential sampling ratio and for differential acceptance rate. Weight B is identical to Weight A except for the New York City and Chicago schools, in which the sampling ratio differed for students and schools because of the fact that there was sampling of the students within the schools.

D. Overview of the Kinds of Data Analysis

The remainder of this report deals with what was found out about the 15-year-olds as a group and what was found out about 15-year-olds at different levels of schooling--including those who have been accelerated, those who have been making normal progress through school, those who are a year or more behind in school, and those who have dropped out altogether.

Chapter III deals primarily with the 15-year-old who has dropped out of school.

Chapter V deals with the total group of 15-year-olds at all levels of schooling. Chapter IV, which is concerned with age-grade relationships, and Appendix B of Chapter V, which presents correlational data, deal with the high school student in general and are intended to provide a background against which to view the data reported in Chapter V.

Both extensive correlational data and means and standard deviations for a wide variety of variables are presented and discussed in Chapter V. Percentile norms are also presented (in Appendix C) for over 50 test variables.

Chapter III. THE FIFTEEN-YEAR-OLD DROPOUT

Fifteen-year-olds not in school who could not be tested were asked to supply the information called for by the Supplement for the Student Information Blank (SIB Supplement)*.

Supplements were obtained for 103 of the 253 15-year-olds not in school (49 boys and 54 girls). The forms were designed to be filled out partly by the 15-year-old himself and partly by the Regional Coordinator or other interviewer.

A. Size of Group and Definition of Group

In addition to the 103 SIB Supplements received for dropouts, there were SIB Supplements filled out for 23 of the 15-year-olds whose self-reports indicated they were still in elementary school. While some of these SIB Supplements, which were intended only for 15-year-olds not in school, were probably filled out through a mix-up, others were probably filled out as a result of a real ambiguity in the status of the 15-year-old. In other words, there is reason to believe that some of these boys and girls, having been long-term truants, are regarded by the school authorities as dropouts but that they still consider themselves students in the sixth or seventh or eighth grade of the local elementary school. Evidence of this ambiguity lies in the conflict between the report of the Local Coordinator, who certified some of these boys and girls to us as not being in school, and their own reports on Record Form Z, in which they indicated clearly that they were still in school, in one of the elementary grades. (There is enough redundancy built into Record Form Z that when it is filled out consistently throughout, it is reasonable to infer that the statement that the youngster is still in school was made intentionally, and not a mere clerical error.)

This phenomenon of the "gray area" between "dropouts" and over-age students who are habitual truants seems to occur chiefly in certain rural or semi-rural areas sizable segments of whose populations are disadvantaged groups. If efforts are made in these areas to enforce the compulsory education laws, these efforts are apparently unsuccessful in regard to the 15-year-olds who choose to absent themselves from school permanently.

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*This form is shown in Appendix A, Part 1.

In a couple of schools there are apparently about a third as many 15-year-olds still at the elementary school level who are in this nebulous "gray area" midway between truancy and formally recognized withdrawal from school, as there are 15-year-olds who are actually attending elementary school with some degree of regularity. Or, to put it another way, there are certain rural regions where probably about one-fourth of those 15-year-olds who according to law ought to be attending elementary school are managing to by-pass the law.

Although there certainly would have been some justification for treating these boys and girls as dropouts, since that is probably what they are in almost every sense except that of legal sanction, we have chosen, in the interests of consistency, to treat them in the data analysis as 15-year-olds still in elementary school wherever there was reasonable evidence that this was their legal status. This "reasonable evidence" was considered to exist whenever Record Form Z was filled out in a way that was not only consistent with the elementary school hypothesis but also was internally consistent, and therefore presumably bore a degree of dependability that an internally inconsistent document would lack.

There is still another aspect to the difficulty of determining membership in the "15-year-old dropout" group. It is necessary not only to distinguish between 15-year-olds in school and those not in school, but also to decide, in the presence of conflicting evidence, whether the boy or girl is actually a 15-year-old. Some of those in the groups of dropouts rounded up for testing and believed by the Regional or Local Coordinator to be 15 years old have reported their own ages to be 13 or 14 or 16 or 17 and have given as their dates of birth, dates compatible with these self-reported ages. While clerical errors in reporting one's age or date of birth can occur in any group and at any level of ability, the frequency with which inconsistency between self-reports and the Coordinator's report in regard to the age of the youth has occurred has been too great among these disadvantaged groups with the truant-dropouts to be attributable wholly to clerical error.

Part of the ambiguity is probably due to the fact that some of the boys and girls concerned really don't know exactly how old they are. They may be members of a sub-culture not attuned to the importance of accurate records in our contemporary civilization; and even more relevant, many of them may be dependent for information about their exact age on the vague and self-contradictory information that may have been provided by a mentally retarded mother who has a large number of children and a poor memory. This is not an unreasonable supposition, since the majority of the boys and girls we are talking about are academically retarded and many of them, as will be seen later, are functionally illiterate and presumably of only borderline-normal intelligence at best.

Thus we fully recognize that the student's self-report of his age may be wrong. Likewise the school's information about his age could also be wrong. Therefore we had to make an arbitrary decision as to what reported age we should accept in the case of contradictory reports. We settled on the policy of accepting self-reports when the reported age and date of birth were compatible, even though this policy eliminated from the study some of the boys and girls reported by the school authorities (via the Coordinator) to belong in the special group of 15-year-olds.

So much for the factors that cut our group of "15-year-old dropouts" for whom SIB Supplements were available down to 103. Now let us turn to a consideration of what the 15-year-old dropouts in our study are like.

B. Age and Grade at Time of Withdrawal from School

Most of the boys and girls who are not in school at age 15 dropped out when they were about 14 or 15 years old; very few of them dropped out before age 13. This is shown in Table III-1. And as shown in the bottom row of Table III-2, no more than half of them got beyond Grade 6. In the case of most of the boys and girls who drop out before reaching 16, the factor determining the exact point at which they drop out appears to be age, not grade. Presumably in most

Table III-1. Distribution of Age at Time of Withdrawal from School (Based on 15-year-old Dropouts for whom SIB Supplements Were Filled Out)

Age	Boys	Girls	Total
15	17	14	31
14	12	13	25
13	2	8	10
12	1	3	4
11	-	1	1
10	1	2	3
9	-	1	1
Never entered	5	4	9
Subtotal	38	46	84
No information	11	8	19
Total	49	54	103

Table III-2. Grade Placement with Respect to Age, at Time of Withdrawal from School

Distribution Based on Fifteen-Year-Old Dropouts,
Divided According to Sex and Last Grade Completed

Status at time of dropout*	Sex	Last grade completed													Total
		No info.	Never entered	Ungraded	1	2	3	4	5	6	7	8	9	10	
3 years ahead	M												-		-
	F												1		1
	Total												1		1
2 years ahead	M													1	1
	F													-	-
	Total													1	1
1 year ahead	M									-		-	-	-	-
	F									2		1	3	2	8
	Total									2		1	3	2	8
At grade for age	M							-		1	1	5	4		11
	F							1		1	2	5	2		11
	Total							1		2	3	10	6		22
1 year behind	M					-	1			-	2	1	-		4
	F					1	-			2	1	4	1		9
	Total					1	1			2	3	5	1		13
2 years behind	M							-	2	4	1				7
	F							1	-	-	1				2
	Total							1	2	4	2				9
3 years behind	M							1	-	1					2
	F							2	1	1					4
	Total							3	1	2					6
4 years behind	M						-	1							1
	F						2	-							2
	Total						2	1							3
5 years behind	M						1	1							2
	F						1	3							4
	Total						2	4							6
No information	M	12	5	1					1			1	1		21
	F	7	4	-					1			-	1		13
	Total	19	9	1					2			1	2		34
Total	M	12	5	1	-	-	2	3	3	6	4	7	5	1	49
	F	7	4	-	-	1	3	7	2	6	4	10	8	2	54
	Total	19	9	1	-	1	5	10	5	12	8	17	13	3	103

* Grade placement with respect to age; estimated on basis of last grade completed, date of dropout, and date of birth. Estimates were based on the assumption that a child would be eligible to enter Grade 1 if his sixth birthday came before November of the year of entering. This assumption is of course not universally valid in all jurisdictions, but it is probably close enough to the facts that if the exact status at time of dropout were known for each student, a few cases might be shifted up or down one year in this table, but the general picture presented by the table would be essentially unchanged.

of these cases neither the boys and girls themselves nor their parents regard it as important to stay in school until some specified level of academic attainment (e.g., Grade 6) is reached. But the compulsory education laws do tend to keep boys and girls in school at least until they are physically mature enough to have hopes of passing for 16-year-olds.

Since age at time of dropout is much less variable than grade at time of dropout, there is a substantial negative correlation between last grade completed and amount of academic retardation. In other words the lower the grade, the greater the amount of retardation. This is shown clearly by the bivariate distribution presented in Table III-2.

C. Factors Resulting in Withdrawal from School

In his write-in comments the interviewer in many cases provided interesting insights into the nature of factors which may have loomed large in the withdrawal from school. Some of these factors are discussed below.

1. Marriage and/or Motherhood

Nine of the 54 girls for whom SIB Supplements were provided reported they were married. Not surprisingly, none of the 15-year-old boys indicated marriage. Fourteen girls, most of them not married, reported that they had children.

2. Mental Retardation

Six of the boys and three of the girls were reported to be mentally retarded. While a few of the others may also be mentally retarded although not explicitly reported to be, it appears that "mental retardation" accounts for only a small proportion of the school dropouts.

3. Poor Scholastic Ability

Poor scholastic ability, unlike actual mental retardation, apparently is a significant factor in a very substantial proportion of the withdrawals from school.

Table III-2 gives direct evidence on this point, since it shows that well over half of those for whom information on this point was available were below the normal grade for their age, and that over a third were at least two years behind.

As Table II-3 shows, for most of the out-of-school group it proved impossible to obtain test data. There is reason to believe that in most instances this was because these boys and girls just could not read and write well enough to cope with the test-taking task--even though the pencil-handling requirements were minimal for all of the tests, and the reading requirements were minimal for some of them.

Some indication of the extent of "functional illiteracy" in this group is obtained by inspecting the Reading Comprehension scores for the 24 dropouts who took the test. The distribution of these scores is shown in Table III-3.

Table III-3. Distribution* of TALENT Reading Comprehension Raw Scores (R-250) and Grade 9 Percentiles for 15-year-olds Not in School

	Raw Score (R-250)	Grade 9 Percentile **	Number of Cases
	31	68	1
	19	33	1
	12	12	3
	11	10	3
	10	8	3
	9	6	2
	8	4	1
	7	3	4
	6	2	2
	5	1	1
	4	1	2
	3	1	1
N			24
Median	9.0	6.0	
Mean	9.6		

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* Based on all 15-year-olds not in school who took the TALENT Reading Comprehension Test.

** Tentative national norms, from "Project TALENT Counselors' Technical Manual for Interpreting Test Scores", Washington, 1960.

The median score, 9.0, is only the 6th percentile for ninth-grade students. All but two of the group got scores no higher than 12, which corresponds to a ninth-grade percentile of 12. And even this very poor showing on the test might not fully indicate the extent of functional illiteracy among those who drop out of school at 15 or younger, since the 24 for whom scores are available are probably not entirely representative of the total group of 15-year-olds not in school. It seems wholly improbable that these 24 boys and girls who consented to take the full battery are poorer readers than the group who were not tested. It seems far more likely that any bias would be in the other direction (i.e., in the direction that those tested are better readers than those not tested).

4. Emotional Disturbances

None of the boys was explicitly reported to be emotionally disturbed and only three of the girls were. Except for these three, no clear information was available on this point.

5. Health Problems

About two-thirds of the students for whom responses were available on the relevant SIB Supplement questions reported that they had no serious health problems. Major health problems or serious physical handicaps were reported for about 23 of the group. Presumably most of the remaining 29, for whom no response is available, are in good health. The data are summarized in Table III-4.

Table III-4. Health of 15-Year-Olds Not In School*

	Boys	Girls	Total
Tuberculosis	-	1	1
Hospitalized (other)	-	4	4
Poor health (other)	1	3	4
Crippled	-	2	2
Otherwise disabled	7	5	12
Good health and no physical disabilities	26	25	51
Subtotal	34	40	74
No response or ambiguous response	15	14	29
Total	49	54	103

* The source of these data is the SIB Supplement.

Table III-5 shows what reasons were given by the boys and girls themselves for having left school. (These reasons were given in response to Question 2 of the SIB Supplement.) In this table, the reasons are also distributed jointly with last grade completed.

Only about three per cent of the dropouts indicated that low grades or scholastic difficulties were at the root of their withdrawal from school; however it was undoubtedly a big factor, since about

Table III-5. Distributions of Reasons Given for Leaving School*; by Sex and by Last Grade Completed
(Based on 15-Year-Olds Not in School for Whom SIB Supplements Were Filled Out)

Reason for Leaving School*	Boys	Girls	Total	Last Grade Completed											
				No Info.	Never Entered	Un-Graded	2	3	4	5	6	7	8	9	10
1. Illness or physical handicap															
a. Illness	2	5	7	1	1	-	-	-	-	-	-	-	2	3	-
b. Physical handicap	-	3	3	-	1	-	1	1	-	-	-	-	-	-	-
2. To help out at home															
a. Help with housework	-	3	3	-	-	-	-	1	1	-	1	-	-	-	-
b. Take care of children	-	2	2	-	-	-	-	-	2	-	-	-	-	-	-
c. Take care of invalid	-	2	2	-	-	-	-	-	-	-	2	-	-	-	-
3. No money	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
4. To work	9	9	18	4	-	-	-	2	7	-	3	-	1	1	-
5. Marriage and/or pregnancy															
a. Marriage	-	6	6	1	-	-	-	-	-	-	1	1	1	2	-
b. Pregnancy	-	8	8	1	-	-	-	-	-	-	1	2	2	1	1
c. Marriage and pregnancy	-	3	3	-	-	-	-	-	-	-	-	1	2	-	-
6. Disliked school or school staff															
a. Couldn't get along with tchr. or prin.	2	1	3	1	-	-	-	-	-	1	-	-	-	1	-
b. Didn't like school	5	3	8	-	-	-	-	-	-	2	3	-	1	1	1
7. Couldn't do the work; low grades	3	-	3	-	-	-	-	1	-	-	-	-	2	-	-
8. Was expelled	7	-	7	2	-	-	-	-	-	-	-	1	1	2	1
9. Committed to reform school or training school	6	2	8	4	-	-	-	-	-	-	-	1	2	1	-
10. Mental hospital	-	2	2	-	-	-	-	-	-	-	-	-	1	1	-
11. "No reason"	1	-	1	-	-	-	-	-	-	-	1	-	-	-	-
12. Other	1	-	1	-	-	-	-	-	-	-	-	1	-	-	-
13. No answer given															
a. Interviewer says mentally retarded	6	2	8	1	7	-	-	-	-	-	-	-	-	-	-
b. Interviewer says functionally illiterate	1	-	1	-	-	-	-	-	-	-	-	-	1	-	-
c. No information available	5	3	8	4	-	1	-	-	-	2	-	1	-	-	-
TOTAL	49	54	103	19	9	1	1	5	10	5	12	8	17	13	3

*Based on response to SIB Supplement Item #2.

60 per cent of them reported in response to Question 2 of the S1B Supplement that their school grades had been very low.

Desire to get a job was given as a reason by many. For how many of these boys and girls a job was really a matter of desperate necessity rather than just an excuse for getting away from a hated school is problematical. There were at least one or two cases, however, in which desperate financial straits did seem to be the deciding factor; for instance a boy who withdrew because he couldn't pay the "book fee", and hoped to return. There were also several who withdrew under parental pressure to help support the family or to stay at home and take care of an invalid grandparent. Statements to this effect, written legibly and with grammatically correct wording, together with an expressed interest in returning to school, suggest that there are at least a few boys and girls of high school age who badly want an education and would be capable of profiting from it, but are deprived of it by conditions beyond their control.

D. The 15-Year-Old Out of School

Once the student has left school, what is his life like? Does he manage to get a job? Does he have any regrets? Does he ever consider returning to school? The S1B Supplement throws some light on these questions. For most of the boys and girls who indicated that their reason for dropping out of school was that they wanted to get a job and earn money, efforts in this direction appear to have been doomed to failure. Only seven of the 18 who explicitly stated that they had dropped out of school in order to get a job indicated they had been working regularly since then.

But few of them seemed to have much genuine interest in going back to school. About 30 per cent of them said they had thought about returning to school, but some of their replies to the question "Under what conditions would you return?" suggested that they were not very eager to do so. Some of these replies boiled down to an expressed willingness to return only if major changes were made in the school or its staff.

Joint distributions of responses to S1B Supplement Item 2 ("Why did you leave school?"), Item 5 ("Have you been working regularly since you left school?") and Item 3 ("Have you thought about returning to school?") are presented in Table III-6, separately for boys and girls.

Table III-7 summarizes the relationship between working regularly and interest in returning to school. This table is based on boys only, since the picture for girls is complicated by the fact that so many of them withdrew for reasons which would keep them out of the labor market (e.g., to help out in their own homes). While the data of Table III-7

Table III-6 Joint Distribution of Responses to 3 SIB Supplement Items (#2, #3, #6), by Sex
(Based on 15-Year-Olds Not in School for Whom SIB Supplements Were Filled Out)

	49 Boys												54 Girls											
#2. Reason for Leaving ↓ / #5. Working Regularly? →	Yes			No				No Ans.	Total				Yes			No				No Ans.	Total			
#3. Thought About Returning? →	Yes	No	Tot.	Yes	No	No Ans.	Tot.	No Ans.	Yes	No	No Ans.	Tot.	Yes	No	Tot.	Yes	No	No Ans.	Tot.	No Ans.	Yes	No	No Ans.	Tot.
1. Illness or Physical handicap																								
a. Illness	-	-	-	1	1	-	2	-	1	1	-	2	-	-	-	2	2	-	4	1	2	2	1	5
b. Physical handicap	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2	1	1	1	1	3
2. To help out at home																								
a. Help with housework	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	-	-	3	-	3
b. Take care of children	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	1	-	1	1	-	2
c. Take care of invalid	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1	-	-	1	-	2	-	-	2
3. No Money	-	-	-	1	-	-	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
4. To work	2	2	4	1	4	-	5	-	3	6	-	9	-	3	3	-	6	-	6	-	-	9	-	9
5. Marriage and/or pregnancy																								
a. Marriage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5	1	-	5	1	6
b. Pregnancy	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	4	1	-	5	1	5	2	1	8
c. Marriage and pregnancy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	3	-	1	2	-	3
6. Disliked school or school staff																								
a. Couldn't get along with teacher or principal	-	-	-	2	-	-	2	-	2	-	-	2	-	-	-	-	1	-	1	-	-	1	-	1
b. Didn't like school	-	2	2	1	2	-	3	-	1	4	-	5	-	-	-	2	1	-	3	-	2	1	-	3
7. Couldn't do the work; low grades	-	1	1	-	2	-	2	-	-	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-
8. Was expelled	-	2	2	4	1	-	5	-	4	3	-	7	-	-	-	-	-	-	-	-	-	-	-	-
9. Committed to reform school or training school	-	-	-	2	1	3	6	-	2	1	3	6	-	-	-	1	-	1	2	-	1	-	1	2
10. Mental hospital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2	-	1	1	-	2
11. "No reason"	-	-	-	-	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
12. Other	-	-	-	-	1	-	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
13. No answer given																								
a. Interviewer says mentally retarded	-	-	-	-	5	-	5	1	-	5	1	6	-	-	-	-	2	-	2	-	-	2	-	2
b. Interviewer says functionally illiterate	-	-	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
c. No information available	-	-	-	-	-	-	-	5	-	-	5	5	-	-	-	-	-	-	-	3	-	-	3	3
TOTAL	2	7	9	12	18	5	33	7	14	25	10	49	2	5	7	14	25	1	40	7	16	30	8	54

Table III-7. Joint Distribution of Responses to SlB Supplement Items 5 ("Have You Been Working Regularly...?") and 3 ("Have You Thought About Returning...?")

Based on 15-year-old boys not in school.

#3. Thought About Returning?	#5. Working Regularly?			
	Yes	No	No answer	Total
Yes	2	12	-	14
No	7	18	-	25
No answer	-	3	7	10
Total	9	33	7	49

are based on too few cases to be significant, they do serve as signposts suggesting that among a substantial proportion of the dropouts there is at least an element of regret at having withdrawn from school.

E. Environmental Factors

It seemed likely that localities characterized by a relatively large number of 15-year-olds not in school would be different in important respects from other localities. As a preliminary check on the degree to which this was true, the dropouts were classified according to characteristics of their neighborhoods. Considerable information on the characteristics of the neighborhood served by each school participating in Project Talent is provided by the General School Characteristics Questionnaire. A taxonomy system* for classifying public secondary schools into 17 groups which was developed in another phase of Project Talent is based in part on these characteristics, and this taxonomy can be used to throw some light on the nature of the neighborhoods in which the school dropouts live. The 17 taxonomy groups are described in Appendix A, Part 2. Four tables in Appendix E (Tables E-1, E-2, E-3, E-4) show the distribution of certain salient characteristics (kind of housing, character of neighborhood, percentage of "minority group" students, and teachers' starting salary) estimated for the total group of public secondary schools in the United States (divided into four categories of schools representing the combination of the 17 public secondary school taxonomy categories into four larger groupings). Inspection of these four tables will give some idea of the character of these groups of taxonomy categories. For fuller information about them, the reader is referred to the second technical report (Flanagan, et al., op.cit.). Table III-8 shows the distribution, according to taxonomy group, of the schools that the dropouts would be attending.

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*Described in Studies of the American High School (Flanagan, et al., op. cit. Chapter 4).

Table III-8

Composition (by School Taxonomy Group) of "Special Sample" of Non-High-School 15-Year-Olds

Public Secondary School Taxonomy Groups ##						Total	Counts for "Special Sample"					
Code	Kind of H.S.	Region	Kind of Community	Pop. of Community	Economic Level	Reg. Sample S.H.S.	A School Districts	B Grade 10 Students#	C 15-Yr-Olds Below Grade 9	D 15-Yr-Olds Not In School	C/B	D/B
10	Voc. or Trade	***	***	***	***	35	**	--	--	--		
21	Other	***	Lgst.City	1,500,000 up	Low	27	2	977	95	51	.097	.052
22	"	***	" "	" "	Mod-High	55	5	1953*	83	25	.042-	.013-
31	"	***	Lg. City	250,000-1,499,999	Low	5	1	190	16	5	.084	.026
32	"	***	" "	" "	Mod-High	21	3	631	46	13	.073	.021
41	"	N. E.	Urban	5,000-249,999	Low	4	0	0	0	0	--	--
42	"	"	"	" "	Mod-High	47	4	803	50	4	.062	.005
43	"	"	Small Town	***	***	31	3	216	105	9	.486	.042
44	"	"	Rural	***	***	22	3	300	59	0	.197	.000
51	"	S. E.	Urban	5,000-249,999	Low	24	3	219	59	25	.269	.114
52	"	"	"	" "	Mod-High	45	1	81	30	0	.370	.000
53	"	"	Small Town	***	***	42	4	401	46	9	.115	.022
54	"	"	Rural	***	***	101	11	796	193	37	.242	.046
61	"	Other	Urban	5,000-249,999	Low	11	3	652	35	2	.054	.003
62	"	"	"	" "	Mod-High	83	7	1922	216	55	.112	.029
63	"	"	Small Town	***	***	138	13	961	104	9	.108	.009
64	"	"	Rural	***	***	131	12	539	15	9	.028	.017
Total						822	75	10641	1152	253	.108	.024

*One of the 5 schools is not included, since it had no students above Grade 8.

**Excluded from "Special Sample" school districts by definition.

***Not a factor in classification, for this taxonomy group.

#Grade 9 students were counted in schools that lacked Grade 10.

##A more detailed description of the 17 taxonomy groups is given in Appendix A, Part 2.

Also shown in this table, for purposes of comparison, are the total number of Grade 10 students (of all ages) in each taxonomy group in the schools of the "special sample", the number of 15-year-olds below Grade 9 in the same districts, and the number of special-sample schools in each taxonomy group. Table III-8 reveals considerable scatter of the dropouts in terms of school taxonomy group. The rural south (Taxonomy Group 54) and poor neighborhoods in southern cities (Taxonomy Group 51) and in the very large northern cities (Taxonomy Group 21) account for more than their share. Small towns in the Northeast also seem to have a bit more than their share of dropouts. This is shown by the column labeled "D/B", which presents the ratio of 15-year-old dropouts to number of Grade 10 students of all ages. (Grade 10 was chosen for this purpose because it is the normal grade for 15-year-olds.)

The C/B column shows the ratio of 15-year-olds below Grade 9 to Grade 10 students. Comparison of this column with the D/B column shows some noticeable disparities. Taxonomy Group 52, for instance, accounts for far more than its share of 15-year-olds below Grade 9 and fewer 15-year-old dropouts. Differences among schools (and among categories of schools) in regard to promotion policy and local differences in compulsory education regulations probably account for many of the disparities. There is only a slight positive correlation, not significantly different from 0, between prevalence of dropouts among the 15-year-olds and prevalence of 15-year-olds below Grade 9. (The Spearman rank-order correlation between D/B and C/B, for 15 "cases", i.e., 15 taxonomy groups, is .28.)

More light is thrown on the 15-year-old dropout by inspecting the characteristics of the four schools that account for over half of the dropouts. These four schools, in descending order of proportion of dropouts, are:

1. A southwestern school (Taxonomy Group 62). About 55 per cent of its students are Latin-American, and about 5 per cent are Negro.

2. A segregated school for Negroes in a southern city (Taxonomy Group 51).

3. A segregated school for Negroes in a rural area in the South (Taxonomy Group 54).

4. A New York City area (Taxonomy Group 21); about 55 per cent Latin-American, 15 per cent Negro.

These four schools apparently serve disadvantaged groups in large part. And adding just three additional schools brings the percentage of 15-year-old dropouts accounted for up to about 70 per cent. And these three other schools, too, serve substantial proportions of disadvantaged groups, including in the case of one school in the West, quite a few Indians.

F. Summary and Conclusions

As has been indicated, most of the 15-year-old dropouts who indicated they left school for economic reasons were unable to get regular jobs. This is hardly surprising, of course, to anyone who views the situation realistically. There are very few jobs open to the 15-year-old dropout--and most of these boys and girls have three strikes against them in the competition for what few jobs there are. First, the typical 15-year-old dropout lacks specific training and job skills. Secondly he lacks the basic tools of functional literacy--namely adequate reading and writing skills. And thirdly the child labor laws and other legal restrictions place sharp limitations on the kinds of work he may do.

It must be borne in mind that the group of dropouts we are talking about now are not the boys and girls who leave high school at the age of 17 or 18, after getting as far as, perhaps, the eleventh or twelfth grade. A substantial proportion of this older group of dropouts presumably consists of boys and girls who are fully capable of graduating from high school, and whose failure to do so is due primarily to deficient motivation rather than to deficiencies in ability. The withdrawal of these boys and girls from high school before graduation is undoubtedly a loss not only to themselves but to society. But as far as the 15-year-old dropouts are concerned, our evidence strongly suggests that very few of them, at present, have adequate reading and writing skills to enable them to master high school work and meet any reasonable standards for high school graduation. Thus, under present circumstances, most of these boys and girls probably would not have graduated even if they had stayed in school until they were 18.

While there is probably no pat solution to their problems, and to the problem they create for society, concentration of efforts on bringing boys and girls with reading deficiencies up to minimum standards of literacy might be the most constructive single step that could be taken in making it possible for them to profit from their schooling and to acquire marketable skills. And any success that might be achieved in raising their basic literacy level would also probably cut the number of dropouts by making them more interested in staying in school a while longer--perhaps even until graduation.

There are two hopeful aspects to the problem of the 15-year-old dropout. The first of these is that the magnitude of the problem is not great; only a very small percentage of the 15-year-olds are not in school. And the second hopeful aspect lies in the fact that the problem is apparently a relatively localized one--largely concentrated in a few areas. This localization is fortunate because it makes it possible to concentrate remedial efforts rather than scattering and diluting them. And although this may seem like a somewhat paradoxical statement, the fact that the problem occurs primarily among underprivileged or disadvantaged groups is also a hopeful sign, because it increases the possibility that remedial efforts will succeed. For instance it appears that a substantial segment of the 15-year-old dropout group consists of Puerto Ricans--many of them probably fairly recent arrivals in the United States proper and therefore severely handicapped in terms of English-language literacy. This handicap is not a genetically transmitted disability, and it can be greatly reduced by training.

All things considered, the compulsory education laws in most states appear to be fairly effective in keeping boys and girls from dropping out of school before they reach 16--but there are apparently scattered trouble spots, here and there, where sizable groups are not receiving their quota of free education. Steps can be taken to improve this situation.

Chapter IV. ANALYSIS OF AGE-GRADE RELATIONSHIPS

A. Introduction

To provide proper perspective for the interpretation of the data for 15-year-olds it is necessary to know how the 15-year-olds as a group fit into the total pattern. It is not enough to know merely what grades these students are in and what kinds of test scores they get, both as an overall group and in terms of the subgroups into which they may be split on the basis of grade and sex. These sorts of data, which are presented in Chapter V, tell us a great deal about the 15-year-old. But what they do not tell us clearly is how the 15-year-old compares with the 16-year-old, the 17-year-old, the 14-year-old, and the rest of his schoolmates--not merely in regard to grade distribution but also in regard to abilities and achievement, as measured by performance on the tests of the TALENT battery.

It is the purpose of this chapter, therefore, to provide the required background of age-grade patterns and age-grade-score patterns, for high school boys and girls, as a setting against which the data for 15-year-olds presented in the following chapter can best be interpreted.

B. Definition of Group on Which Data are Based

All of the data presented in the present chapter (except Table IV-5) are based on a ten per cent subsample of the Project TALENT schools--more specifically, on that particular ten per cent subsample, designated Subsample 0, which was also used to define the school districts in which 15-year-olds not in high school were to be located and tested. (The present chapter, however, is concerned only with the Grade 9-12 population, not with the special sample of 15-year-olds not in high school.)

An additional restriction, a very minor one, is that the data in this chapter are limited to the age range 12 to "20+", where "20+" means ages 20 and 21 combined. This combining was done to simplify computer processing. The two groups are so small that they have little weight in any event, and it was therefore felt that combining them would not cause any major problems. Also in the interests of simplicity, a tiny handful of cases below age 12 (there were no more than three or four such cases at most) were eliminated, as were the very few cases over 21 years of age. In defining the age limits of the group (12 to 21) age was considered to mean "age at last birthday" as of the time of testing.

All the data analyses presented in this chapter are based only on those students for whom complete data are available. There is no reason to believe that these students are atypical in any important respect of the total group.

The total group on which the data of the present chapter are based, then, consists of 26,503 students.

C. Age-Grade Patterns

Table IV-1 shows how the 26,503 cases of our subsample are distributed, in terms of age, grade, and sex. In this table, the 2-year modal age interval is represented by the year immediately above the diagonal zigzag line and the year immediately below. Below the modal cases towards the bottom of the chart are the students who are above the normal grade for their age. These include both the students who have been accelerated and the students who are ahead of their age group because they entered the first grade a little younger than is customary. Likewise, above the modal group towards the top of the chart (Table IV-1) are the students who are below the normal grade for their age. These include students who have failed a grade or more sometime in their schooling, and perhaps also a few boys and girls who entered school a year or two late or lost time because of illness.

The numbers of students shown in Table IV-1 are raw frequencies, which have not been weighted to correct for differential sampling ratios. The corresponding weighted frequencies, which are approximately proportional to the numbers of students in these subgroups in the United States as a whole, are shown in Table IV-2. The dropout rate is highest, of course, for the group that is markedly below grade-for-age, but there is apparently a holding of the line against dropout, in the case of students who are very much over-age for their grade but nevertheless stay in high school considerably beyond the age when it would be easy for them to drop out. This is particularly true in the case of students who have reached at least the eleventh grade, so that graduation seems almost within grasp.

But in making comparisons of this sort it is necessary to take account of differential birth rates in different years. For instance, when we tested in 1960 there were about 15 per cent more 17-year-olds than 18-year-olds in the United States. This difference was, of course, reflected in the ratio of 17-year-olds to 18-year-olds in Grade 12, where these two age groups encompass the modal age. For this reason the total U. S. population in different age categories is shown in the last column of Table IV-2.

The purpose of Table IV-3 is to make direct comparisons simpler. For this table, numbers of cases have been corrected to approximate what they would be if total U. S. population were the same for each

Table IV-1. No. of Students in Project TALENT Sample, Distributed by Grade, Age and Sex (Ages 12 to 20+; Grades 9-12; Cases with Complete Data; Subsample 0)

Age*	Sex	Grade 9	Grade 10	Grade 11	Grade 12	Total
20-21	M	2	2	13	24	41
	F	--	1	1	9	11
	Total	2	3	14	33	52
19	M	2	6	32	136	176
	F	1	2	12	68	83
	Total	3	8	44	204	259
18	M	6	46	180	868	1100
	F	6	22	100	692	820
	Total	12	68	280	1560	1920
17	M	79	290	1228	1688	3285
	F	36	150	971	1923	3080
	Total	115	440	2199	3611	6365
16	M	356	1294	1815	88	3553
	F	177	1038	2161	116	3492
	Total	533	2332	3976	204	7045
15	M	1323	1810	73	2	3208
	F	1141	2118	111	5	3375
	Total	2464	3928	184	7	6583
14	M	1719	91	1	--	1811
	F	2110	113	1	1	2225
	Total	3829	204	2	1	4036
13	M	96	1	--	--	97
	F	131	3	--	1	135
	Total	227	4	--	1	232
12	M	7	--	--	1	8
	F	3	--	--	--	3
	Total	10	--	--	1	11
Total	M	3590	3540	3342	2807	13279
	F	3605	3447	3357	2815	13224
	Total	7195	6987	6699	5622	26503

Note: The zigzag line represents the progression of modal age groups from grade to grade.

* Age at last birthday at time of testing (Spring 1960).

Table IV-2. Numbers of students, by age, grade, and sex, proportional to corresponding numbers in total U.S. high school population.*

		N					U.S.pop.***
Age**	Sex	Grade 9	Grade 10	Grade 11	Grade 12	Total	in 1000's
20-21	M	413	432	2629	5328	8802	2149
	F	0	500	221	2205	2926	2244
	Total	413	932	2850	7533	11728	4393
19	M	433	1259	6764	28415	36871	1108
	F	211	721	2408	14048	17388	1168
	Total	644	1980	9172	42463	54259	2276
18	M	1516	9642	39873	178064	229095	1249
	F	1539	5204	20893	138607	166243	1249
	Total	3055	14846	60766	316671	395338	2498
17	M	17448	61238	259461	351171	689318	1457
	F	8576	32653	202899	388105	632233	1415
	Total	26024	93891	462360	739276	1321551	2872
16	M	75505	270118	382577	17433	745633	1450
	F	38211	212826	447055	22331	720423	1389
	Total	113716	482944	829632	39764	1466056	2839
15	M	275160	379807	13555	320	668842	1435
	F	231308	445461	21473	844	699086	1367
	Total	506468	825268	35028	1164	1367928	2802
14	M	360810	17349	120	--	378279	1403
	F	442366	21696	120	186	464368	1345
	Total	803176	39045	240	186	842647	2748
13	M	18142	120	--	--	18262	1789
	F	25113	360	--	200	25673	1726
	Total	43255	480	--	200	43935	3515
12	M	1034	--	--	220	1254	1825
	F	360	--	--	--	360	1758
	Total	1394	--	--	220	1614	3583
Total	M	750461	739965	704979	580951	2776356	13865
	F	747684	719421	695069	566526	2728700	13661
	Total	1498145	1459386	1400048	1147477	5505056	27526

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* The frequencies in this table were obtained by weighting each case in Table IV-1 by the appropriate value (School Weight A) to correct for differential sampling ratio and for rate of participation in Project TALENT of the selected schools in the stratum. These weighted frequencies, therefore, are approximately proportional to the corresponding numbers of students in the total U.S. high school population.

** "Age at last birthday" at time of testing (Spring 1960).

*** 1960 census.

Note: The zigzag line represents the progression of modal age groups from grade to grade.

Table IV-3 Theoretical Percentage Distribution* of U.S. High School Students by Age, Grade, and Sex (Ages 12 to 20+; Grades 9-12)

		Est. % of Sample**					U.S.pop***
Age	Sex	Grade 9	Grade 10	Grade 11	Grade 12	Total	in 1000's
20-21	M	.010	.010	.061	.125	.206	2149
	F	--	.011	.005	.050	.066	2244
	Total	.010	.021	.066	.175	.272	4393
19	M	.009	.030	.156	.649	.844	1108
	F	.004	.015	.052	.304	.375	1168
	Total	.013	.045	.208	.953	1.219	2276
18	M	.030	.195	.810	3.613	4.648	1249
	F	.030	.105	.424	2.812	3.371	1249
	Total	.060	.300	1.234	6.425	8.019	2498
17	M	.303	1.064	4.513	6.108	11.988	1457
	F	.154	.586	3.633	6.950	11.323	1415
	Total	.457	1.650	8.146	13.058	23.311	2872
16	M	1.319	4.720	6.686	.304	13.029	1450
	F	.697	3.882	8.156	.407	13.142	1389
	Total	2.016	8.602	14.842	.711	26.171	2839
15	M	4.860	6.706	.240	.005	11.811	1435
	F	4.287	8.258	.399	.015	12.959	1367
	Total	9.147	14.964	.639	.020	24.770	2802
14	M	6.516	.312	.002	--	6.830	1403
	F	8.335	.409	.002	.004	8.750	1345
	Total	14.851	.721	.004	.004	15.580	2748
13	M	.256	.002	--	--	.258	1789
	F	.368	.006	--	.003	.377	1726
	Total	.624	.008	--	.003	.635	3515
12	M	.014	--	--	.003	.017	1825
	F	.006	--	--	--	.006	1758
	Total	.020	--	--	.003	.023	3583
Total	M	13.317	13.039	12.468	10.807	49.631	13865
	F	13.881	13.272	12.671	10.545	50.369	13661
	Total	27.198	26.311	25.139	21.352	100.000	27526

Note: The zigzag line represents the progression of modal age groups from grade to grade.

*Based on same cases as Table IV-2.

**The percentages are theoretical, not actual, because they have been corrected for differential birth rate in different years.

***1960 Census.

age group. These corrected frequencies have then been converted to percentages of the total sample. It is these percentages that are presented in Table IV-3. This method is intended to provide an indication of what the age-grade bivariate distribution would be if the U. S. population were equal for all ages in the high school range.

From this table, then, although its development involves elements of approximation and although in some of the cells around the fringes it is based on very small numbers of cases, it is possible to get some useful information concerning acceleration, retardation, and dropout, and to draw some important inferences in these areas.

As an example of how the table may be used, let us look at the data for eleventh- and twelfth-graders. From the data in Table IV-3 it may be inferred that 77.2 per cent of 18-year-old eleventh-graders become 19-year-old twelfth-graders, and that 78.9 per cent of 17-year-old eleventh-graders become 18-year-old twelfth-graders. There seems to be about as great a probability, then, that an 18-year-old eleventh-grader will become a 19-year-old twelfth-grader as that a 17-year-old eleventh-grader will become an 18-year-old twelfth-grader.

If we take as one definition of a suitable normative group for high school students those students who are going to reach Grade 12 right on schedule, in other words without any acceleration and without any retardation, and who therefore stand a very good chance of graduating on schedule, we can infer from the Grade 12 column of Table IV-3 that this group consists of 17-year-olds and 18-year-olds in very roughly a five-to-three ratio for boys and a seven-to-three ratio for girls. Applying these same ratios in the lower grades we would infer, for instance, that when the twelfth-grade girls from this group were in Grade 9, 70 per cent of them were 14 years old and 30 per cent were 15. Similarly in Grade 10, 70 per cent of them were 15 and 30 per cent were 16, and in Grade 11, 70 per cent were 16 and 30 per cent were 17. For convenience in the present discussion we shall call the group defined in this manner the "standard group". This group will be referred to again later.

D. The Test Variables

Data are presented in this chapter for the following 18 test variables*, selected to cover a wide variety of aptitudes, abilities, and areas of achievement and information.

1. R-102 Vocabulary Information (Part I)
2. R-105 Social Studies Information
3. R-107 Physical Science Information
4. R-108 Biological Science Information
5. R-111 Electricity and Electronics Information
6. R-112 Mechanical Information
7. R-114 Home Economics Information

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*Appendix A-3 presents some details about these and other variables in the TALENT Battery.

8. R-115 Sports Information
9. R-190 Information Part I Total

10. R-230 English Total
11. R-250 Reading Comprehension
12. R-260 Creativity
13. R-270 Mechanical Reasoning
14. R-282 Visualization in Three Dimensions
15. R-290 Abstract Reasoning

16. R-311 Mathematics I. (Arithmetic Reasoning)
17. R-312 Mathematics II.(Introductory high school mathematics)

18. F-410 Arithmetic Computation

E. Relation of Test Scores to Age and Grade

Table IV-4 presents weighted means and standard deviations on 18 TALENT tests or subtests, for boys and girls separately, for each age-grade group. Corresponding means and standard deviations by grade and sex, with all age groups combined, are also shown in the table.

To make direct comparisons among tests possible, Table IV-4 also shows, for the raw score mean for each age-grade-sex group, the corresponding standard score based on the complete group of 15-year-olds. The means and standard deviations used as the basis for determining these standard scores (in other words, the means and standard deviations estimated for the total 15-year-old population on the 18 variables) are shown in Table IV-5, together with the corresponding means and standard deviations for boys and girls separately.

For 12 of the tests the standard score means are also shown graphically in Figures IV-1 to IV-12. These 12 variables are:

R-102	Vocabulary Information (Part I)	(Fig. IV-1)
R-107	Physical Science Information	(Fig. IV-2)
R-111	Electricity and Electronics Info.	(Fig. IV-3)
R-112	Mechanical Information	(Fig. IV-4)
R-190	Information Part I Total	(Fig. IV-5)
R-230	English Total	(Fig. IV-6)
R-250	Reading Comprehension	(Fig. IV-7)
R-260	Creativity	(Fig. IV-8)
R-282	Visualization in Three Dimensions	(Fig. IV-9)
R-290	Abstract Reasoning	(Fig. IV-10)
R-311	Mathematics I.(Arithmetic Reasoning)	(Fig. IV-11)
R-312	Mathematics II.(Introd. h. s. math.)	(Fig. IV-12)

In these graphs, only five points were plotted for each grade, to eliminate most of the means based on very small numbers of cases. Each graph consists of four curves, corresponding to the four high school

Table IV-4. Weighted means, corresponding standard deviations, and corresponding N's, by grade, age, and sex, on selected Project TALENT Tests

(For students in Grades 9-12; ages 12 to 20+; cases with complete data only; Subsample 0)

This table consists of 18 sections as follows:

Section	Variable	
A	R-102	Vocabulary Information (Part I)
B	R-105	Social Studies Information
C	R-107	Physical Science Information
D	R-108	Biological Science Information
E	R-111	Electricity and Electronics Information
F	R-112	Mechanical Information
G	R-114	Home Economics Information
H	R-115	Sports Information
I	R-190	Information Part I Total
J	R-230	English Total
K	R-250	Reading Comprehension
L	R-260	Creativity
M	R-270	Mechanical Reasoning
N	R-282	Visualization in Three Dimensions
O	R-290	Abstract Reasoning
P	R-311	Mathematics I (Arithmetic Reasoning)
Q	R-312	Mathematics II (Introductory high school mathematics)
R	F-410	Arithmetic Computation

The means and standard deviations are based on data weighted to provide an estimate of the values for the national population of high school students. (School Weight "A" was used for this purpose.) N is the corresponding weighted number of cases. The N's, thus, are approximately proportional to the numbers of students in the population.

The notation used in this table is as follows:

N' = number of students in Project TALENT sample (unweighted)

N = weighted number of cases

σ = standard deviation of weighted cases

M = mean of weighted cases

z = standard score corresponding to M. The standard scores are based on the estimated means and standard deviations for the total population of 15-year-olds (boys and girls combined). (These means and standard deviations are shown in Table IV-5.)

(continued)

Table IV-4 (cont.)

Section A. R-102 Vocabulary Info (Part I)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	13.901	2.323	0.65	3	4	14.333	1.248	0.75
9	13	96	181	11.493	4.581	0.09	131	251	9.747	4.357	-0.32
9	14	1719	3608	11.771	3.822	0.15	2110	4424	10.338	3.758	-0.19
9	15	1323	2752	10.441	4.109	-0.16	1141	2313	9.115	3.909	-0.47
9	16	356	755	8.446	3.621	-0.63	177	382	6.695	3.419	-1.04
9	17	79	174	7.395	3.271	-0.88	36	86	5.931	2.898	-1.22
9	18	6	15	7.492	3.025	-0.86	6	15	5.018	2.059	-1.44
9	19	2	4	7.557	3.500	-0.84	1	2	8.000	.000	-0.74
9	20+	2	4	2.453	1.499	-2.04	0	0			
	Tot	3590	7505	10.827	4.091	-0.07	3605	7477	9.693	3.931	-0.34
10	12	0	0				0	0			
10	13	1	1	15.000	.000	0.91	3	4	12.000	3.742	0.20
10	14	91	173	12.924	4.541	0.42	113	217	11.940	4.219	0.19
10	15	1810	3798	13.007	3.889	0.44	2118	4455	11.561	3.951	0.10
10	16	1294	2701	11.603	4.057	0.11	1038	2128	10.413	4.040	-0.17
10	17	290	612	9.773	3.558	-0.32	150	327	8.198	3.309	-0.69
10	18	46	96	8.433	3.472	-0.63	22	52	6.114	2.592	-1.18
10	19	6	13	7.583	2.645	-0.83	2	7	9.000	.000	-0.50
10	20+	2	4	7.454	2.500	-0.87	1	5	7.000	.000	-0.97
	Tot	3540	7400	12.153	4.083	0.24	3447	7194	11.035	4.056	-0.02
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	19.000	.000	1.85	1	1	12.000	.000	0.20
11	15	73	136	14.748	3.640	0.85	111	215	12.501	4.490	0.32
11	16	1815	3826	13.896	3.747	0.65	2161	4471	12.185	3.997	0.25
11	17	1228	2595	12.714	3.978	0.37	971	2029	11.047	4.045	-0.02
11	18	180	399	10.039	3.970	-0.26	100	209	8.376	3.356	-0.65
11	19	32	68	8.586	4.509	-0.60	12	24	6.577	2.827	-1.07
11	20+	13	26	9.166	4.507	-0.46	1	2	9.000	.000	-0.50
	Tot	3342	7050	13.191	4.012	0.48	3357	6951	11.728	4.094	0.14
12	12	1	2	20.000	.000	2.08	0	0			
12	13	0	0				1	2	15.000	.000	0.91
12	14	0	0				1	2	11.000	.000	-0.03
12	15	2	3	10.750	.968	-0.09	5	8	13.844	3.683	0.64
12	16	88	174	14.868	3.534	0.88	116	223	12.554	4.217	0.34
12	17	1688	3512	14.717	3.501	0.84	1923	3881	13.047	3.941	0.45
12	18	868	1781	13.121	3.787	0.47	692	1386	12.086	4.102	0.22
12	19	136	284	11.021	3.459	-0.03	68	140	7.947	3.530	-0.75
12	20+	24	53	9.170	3.358	-0.46	9	22	7.830	3.008	-0.78
	Tot	2807	5810	14.000	3.755	0.67	2815	5655	12.647	4.081	0.36

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section B. R-105 Social Studies Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	17.526	5.172	0.86	3	4	17.333	2.625	0.82
9	13	96	181	14.658	5.794	0.34	131	251	11.579	5.479	-0.22
9	14	1719	3608	14.110	5.402	0.24	2110	4424	12.048	4.653	-0.14
9	15	1323	2752	12.242	5.482	-0.10	1141	2313	10.310	4.892	-0.46
9	16	356	755	9.363	4.503	-0.63	177	382	7.483	4.182	-0.97
9	17	79	174	7.387	4.288	-0.99	36	86	6.904	4.086	-1.08
9	18	6	15	8.261	3.733	-0.83	6	15	7.455	3.479	-0.98
9	19	2	4	9.621	7.499	-0.58	1	2	8.000	.000	-0.88
9	20+	2	4	3.937	1.999	-1.62	0	0			
	Tot	3590	7505	12.789	5.607	0.00	3605	7477	11.194	4.896	-0.30
10	12	0	0				0	0			
10	13	1	1	23.000	.000	1.85	3	4	18.333	4.497	1.00
10	14	91	173	15.976	5.291	0.58	113	217	13.609	5.487	0.14
10	15	1810	3798	15.609	5.070	0.51	2118	4455	13.097	4.851	0.05
10	16	1294	2701	13.366	5.567	0.10	1038	2128	11.528	4.767	-0.23
10	17	290	612	10.714	4.831	-0.38	150	327	8.696	4.184	-0.75
10	18	46	96	8.853	4.924	-0.72	22	52	7.788	2.756	-0.92
10	19	6	13	11.905	5.427	-0.17	2	7	13.000	.000	0.03
10	20+	2	4	8.944	3.000	-0.70	1	5	14.000	.000	0.22
	Tot	3540	7400	14.297	5.497	0.27	3447	7194	12.413	4.942	-0.07
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	23.000	.000	1.85	1	1	22.000	.000	1.67
11	15	73	136	18.313	4.548	1.00	111	215	14.258	5.537	0.26
11	16	1815	3826	16.991	4.914	0.76	2161	4471	14.744	4.918	0.35
11	17	1228	2595	15.411	5.323	0.47	971	2029	13.174	5.112	0.07
11	18	180	399	11.962	5.453	-0.16	100	209	9.942	4.033	-0.52
11	19	32	68	11.047	6.450	-0.32	12	24	7.387	3.074	-0.99
11	20+	13	26	11.953	6.497	-0.16	1	2	11.000	.000	-0.33
	Tot	3342	7050	16.075	5.306	0.59	3357	6951	14.101	5.085	0.23
12	12	1	2	21.000	.000	1.49	0	0			
12	13	0	0				1	2	13.000	.000	0.03
12	14	0	0				1	2	19.000	.000	1.13
12	15	2	3	15.375	4.357	0.47	5	8	16.557	2.907	0.68
12	16	88	174	17.642	5.041	0.88	116	223	14.820	4.708	0.36
12	17	1688	3512	17.481	4.525	0.85	1923	3881	15.032	4.705	0.40
12	18	868	1781	15.670	4.971	0.52	692	1386	13.949	4.956	0.21
12	19	136	284	13.229	4.988	0.08	68	140	9.883	4.450	-0.53
12	20+	24	53	10.360	4.440	-0.45	9	22	8.563	4.919	-0.77
	Tot	2807	5810	16.658	4.879	0.70	2815	5665	14.608	4.856	0.33

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section C. R-107 Physical Sciences Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	8.919	5.020	0.29	3	4	11.667	2.357	1.00
9	13	96	181	9.324	4.062	0.40	131	251	7.643	3.622	-0.04
9	14	1719	3608	9.163	3.750	0.36	2110	4424	7.290	3.412	-0.13
9	15	1323	2752	8.031	3.738	0.06	1141	2313	6.539	3.355	-0.32
9	16	356	755	6.467	3.305	-0.34	177	382	4.634	3.011	-0.81
9	17	79	174	5.197	2.850	-0.67	36	86	4.185	2.208	-0.93
9	18	6	15	4.606	1.554	-0.82	6	15	4.977	3.153	-0.73
9	19	2	4	3.557	3.500	-1.09	1	2	7.000	.000	-0.20
9	20+	2	4	4.516	.500	-0.84	0	0			
	Tot	3590	7505	8.373	3.825	0.15	3605	7477	6.895	3.445	-0.23
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.35	3	4	7.333	3.091	-0.12
10	14	91	173	9.471	4.471	0.43	113	217	7.753	3.547	-0.01
10	15	1810	3798	9.608	3.769	0.47	2118	4455	7.462	3.416	-0.08
10	16	1294	2701	8.361	3.864	0.15	1038	2128	6.663	3.419	-0.29
10	17	290	612	6.838	3.409	-0.25	150	327	4.847	2.545	-0.76
10	18	46	96	4.774	3.119	-0.78	22	52	3.067	1.604	-1.22
10	19	6	13	8.060	3.316	0.07	2	7	7.307	.461	-0.12
10	20+	2	4	7.546	2.500	-0.06	1	5	7.000	.000	-0.20
	Tot	3540	7400	8.854	3.908	0.28	3447	7194	7.084	3.447	-0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	13.000	.000	1.35	1	1	10.000	.000	0.57
11	15	73	136	10.807	4.162	0.78	111	215	8.020	3.964	0.06
11	16	1815	3826	10.246	4.038	0.63	2161	4471	7,287	3.652	-0.13
11	17	1228	2595	9.190	4.073	0.36	971	2029	6.541	3.671	-0.32
11	18	180	399	7.107	3.544	-0.18	100	209	4.568	2.631	-0.83
11	19	32	68	5.094	3.648	-0.70	12	24	3.999	2.417	-0.98
11	20+	13	26	6.017	3.515	-0.46	1	2	4.000	.000	-0.98
	Tot	3342	7050	9.626	4.133	0.47	3357	6951	6.998	3.686	-0.20
12	12	1	2	17.000	.000	2.38	0	0			
12	13	0	0				1	2	11.000	.000	0.83
12	14	0	0				1	2	8.000	.000	0.05
12	15	2	3	6.500	1.936	-0.33	5	8	9.263	3.613	0.38
12	16	88	174	11.435	4.455	0.94	116	223	7.069	3.902	-0.19
12	17	1688	3512	11.018	4.141	0.83	1923	3881	7.524	4.030	-0.07
12	18	868	1781	9.650	4.325	0.48	692	1386	6.765	3.874	-0.26
12	19	136	284	7.530	3.920	-0.07	68	140	4.408	2.513	-0.87
12	20+	24	53	5.924	3.123	-0.48	9	22	3.495	2.381	-1.11
	Tot	2807	5810	10.394	4.311	0.67	2815	5665	7.231	3.997	-0.14

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section D. R-108 Biological Sciences Information

Gr.	Age	Boys N'	Boys N in 100's	Boys M	Boys σ	Boys z	Girls N'	Girls N in 100's	Girls M	Girls σ	Girls z
9	12	7	10	7.652	1.801	0.86	3	4	4.333	2.055	-0.49
9	13	96	181	5.543	2.286	0.00	131	251	4.617	2.338	-0.38
9	14	1719	3608	5.752	2.326	0.09	2110	4424	4.746	2.206	-0.32
9	15	1323	2752	5.235	2.455	-0.12	1141	2313	4.498	2.244	-0.42
9	16	356	755	4.231	2.128	-0.53	177	382	3.379	1.898	-0.88
9	17	79	174	3.997	2.072	-0.63	36	86	2.584	1.656	-1.20
9	18	6	15	4.707	1.002	-0.34	6	15	3.265	1.462	-0.93
9	19	2	4	3.524	1.500	-0.82	1	2	5.000	.000	-0.22
9	20+	2	4	1.000	.000	-1.85	0	0			
	Tot	3590	7505	5.360	2.403	-0.07	3605	7477	4.567	2.233	-0.40
10	12	0	0				0	0			
10	13	1	1	7.000	.000	0.59	3	4	3.333	.943	-0.90
10	14	91	173	6.702	2.187	0.47	113	217	5.372	2.305	-0.07
10	15	1810	3798	6.798	2.286	0.51	2118	4455	5.895	2.196	0.14
10	16	1294	2701	6.136	2.424	0.24	1038	2128	5.490	2.309	-0.02
10	17	290	612	5.163	2.225	-0.15	150	327	4.378	1.995	-0.47
10	18	46	96	4.403	2.289	-0.46	22	52	3.334	1.573	-0.90
10	19	6	13	5.582	2.950	0.02	2	7	5.307	.461	-0.10
10	20+	2	4	5.472	1.500	-0.03	1	5	3.000	.000	-1.03
	Tot	3540	7400	6.385	2.392	0.34	3447	7194	5.668	2.256	0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	1.81	1	1	7.000	.000	0.59
11	15	73	136	7.350	2.086	0.74	111	215	6.158	2.442	0.25
11	16	1815	3826	6.901	2.198	0.55	2161	4471	5.827	2.170	0.12
11	17	1228	2595	6.486	2.265	0.38	971	2029	5.570	2.152	0.01
11	18	180	399	5.484	2.327	-0.02	100	209	4.211	2.013	-0.54
11	19	32	68	5.098	2.372	-0.18	12	24	3.810	1.717	-0.70
11	20+	13	26	4.601	2.113	-0.38	1	2	5.000	.000	-0.22
	Tot	3342	7050	6.651	2.267	0.45	3357	6951	5.706	2.191	0.07
12	12	1	2	10.000	.000	1.81	0	0			
12	13	0	0				1	2	8.000	.000	1.00
12	14	0	0				1	2	7.000	.000	0.59
12	15	2	3	8.000	.000	1.00	5	8	6.090	1.933	0.22
12	16	88	174	6.597	2.221	0.43	16	223	5.652	2.350	0.05
12	17	1688	3512	7.033	2.139	0.61	1923	3881	5.930	2.184	0.16
12	18	868	1781	6.560	2.255	0.41	692	1386	5.753	2.254	0.09
12	19	136	284	5.568	2.254	0.01	68	140	4.456	1.834	-0.44
12	20+	24	53	5.547	2.185	0.00	9	22	4.097	1.788	-0.59
	Tot	2807	5810	6.791	2.215	0.51	2815	5665	5.834	2.214	0.12

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section E. R-111 Electricity and Electronics Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	7.294	4.597	0.15	3	4	4.667	1.700	-0.55
9	13	96	181	7.972	4.052	0.33	131	251	5.444	2.683	-0.34
9	14	1719	3608	8.167	3.977	0.39	2110	4424	5.337	2.500	-0.37
9	15	1323	2752	7.512	3.847	0.21	1141	2313	5.017	2.531	-0.45
9	16	356	755	6.572	3.499	-0.04	177	382	4.230	2.277	-0.66
9	17	79	174	5.369	3.014	-0.36	36	86	4.418	1.997	-0.61
9	18	6	15	5.945	3.198	-0.21	6	15	2.749	1.655	-1.06
9	19	2	4	5.573	4.499	-0.30	1	2	4.000	.000	-0.72
9	20+	2	4	2.906	2.999	-1.02	0	0			
	Tot	3590	7505	7.686	3.916	0.26	3605	7477	5.169	2.516	-0.41
10	12	0	0				0	0			
10	13	1	1	8.000	.000	0.34	3	4	3.333	.472	-0.90
10	14	91	173	9.127	4.781	0.64	113	217	5.337	2.473	-0.37
10	15	1810	3798	9.159	4.144	0.65	2118	4455	5.561	2.481	-0.31
10	16	1294	2701	8.517	4.175	0.48	1038	2128	5.266	2.518	-0.39
10	17	290	612	7.514	3.585	0.21	150	327	4.853	2.340	-0.50
10	18	46	96	6.251	4.049	-0.12	22	52	3.583	1.946	-0.84
10	19	6	13	7.596	4.346	0.23	2	7	4.307	.461	-0.64
10	20+	2	4	10.000	.000	0.87	1	5	1.000	.000	-1.52
	Tot	3540	7400	8.748	4.164	0.54	3447	7194	5.415	2.495	-0.35
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	14.000	.000	1.94	1	1	5.000	.000	-0.46
11	15	73	136	9.425	4.309	0.72	111	215	5.648	2.822	-0.28
11	16	1815	3826	9.942	4.197	0.86	2161	4471	5.662	2.610	-0.28
11	17	1228	2595	9.546	4.141	0.75	971	2029	5.248	2.672	-0.39
11	18	180	399	7.856	4.031	0.30	100	209	4.885	2.357	-0.49
11	19	32	68	6.813	4.280	0.03	12	24	4.341	2.638	-0.63
11	20+	13	26	6.721	4.785	0.00	1	2	6.000	.000	-0.19
	Tot	3342	7050	9.627	4.213	0.78	3357	6951	5.513	2.637	-0.32
12	12	1	2	15.000	.000	2.21	0	0			
12	13	0	0				1	2	11.000	.000	1.14
12	14	0	0				1	2	10.000	.000	0.87
12	15	2	3	8.375	3.389	0.44	5	8	4.308	2.357	-0.64
12	16	88	174	10.814	4.621	1.09	116	223	5.893	2.604	-0.22
12	17	1688	3512	10.953	4.309	1.13	1923	3881	5.910	2.812	-0.22
12	18	868	1781	10.102	4.513	0.90	692	1386	5.612	2.807	-0.29
12	19	136	284	8.465	4.370	0.47	68	140	4.459	2.464	-0.60
12	20+	24	53	6.304	3.000	-0.11	9	22	4.454	2.145	-0.60
	Tot	2807	5810	10.524	4.436	1.01	2815	5665	5.796	2.806	-0.25

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section F. R-112 Mechanical Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	9.625	2.994	0.17	3	4	5.667	1.700	-0.86
9	13	96	181	10.265	3.352	0.34	131	251	6.953	2.937	-0.52
9	14	1719	3608	11.039	3.273	0.54	2110	4424	7.205	2.747	-0.46
9	15	1323	2752	10.409	3.616	0.37	1141	2313	6.711	2.728	-0.59
9	16	356	755	8.934	3.713	-0.01	177	382	5.271	2.437	-0.96
9	17	79	174	7.657	3.329	-0.34	36	86	4.931	2.117	-1.05
9	18	6	15	7.433	2.718	-0.40	6	15	3.953	2.584	-1.31
9	19	2	4	7.589	5.499	-0.36	1	2	6.000	.000	-0.77
9	20+	2	4	4.969	1.000	-1.04	0	0			
	Tot	3590	7505	10.485	3.539	0.39	3605	7477	6.911	2.773	-0.54
10	12	0	0				0	0			
10	13	1	1	11.000	.000	0.53	3	4	5.667	2.055	-0.86
10	14	91	173	11.241	3.392	0.59	113	217	6.898	2.566	-0.54
10	15	1810	3798	12.030	3.297	0.80	2118	4455	7.632	2.781	-0.35
10	16	1294	2701	11.612	3.421	0.69	1038	2128	7.415	2.826	-0.40
10	17	290	612	10.529	3.640	0.41	150	327	6.157	2.715	-0.73
10	18	46	96	9.248	4.064	0.07	22	52	6.370	2.578	-0.68
10	19	6	13	6.909	3.422	-0.54	2	7	6.693	.462	-0.59
10	20+	2	4	8.981	1.001	0.00	1	5	5.000	.000	-1.03
	Tot	3540	7400	11.688	3.428	0.71	3447	7194	7.466	2.803	-0.39
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	0.27	1	1	6.000	.000	-0.77
11	15	73	136	11.621	3.208	0.69	111	215	7.798	3.164	-0.30
11	16	1815	3826	13.181	3.007	1.10	2161	4471	8.119	2.922	-0.22
11	17	1228	2595	12.669	3.271	0.96	971	2029	7.794	2.881	-0.31
11	18	180	399	11.172	3.672	0.57	100	209	6.761	2.818	-0.57
11	19	32	68	10.041	4.652	0.28	12	24	5.691	2.240	-0.85
11	20+	13	26	9.366	4.727	0.10	1	2	8.000	.000	-0.25
	Tot	3342	7050	12.804	3.237	1.00	3357	6951	7.965	2.927	-0.26
12	12	1	2	16.000	.000	1.83	0	0			
12	13	0	0				1	2	10.000	.000	0.27
12	14	0	0				1	2	7.000	.000	-0.51
12	15	2	3	14.000	3.873	1.31	5	8	6.507	1.663	-0.64
12	16	88	174	13.352	2.639	1.14	116	223	8.157	3.294	-0.21
12	17	1688	3512	13.910	2.903	1.29	1923	3881	8.801	3.036	-0.04
12	18	868	1781	13.316	3.257	1.13	692	1386	8.476	2.992	-0.13
12	19	136	284	11.913	3.356	0.77	68	140	7.326	2.997	-0.43
12	20+	24	53	10.473	3.502	0.39	9	22	6.766	2.634	-0.57
	Tot	2807	5810	13.583	3.089	1.20	2815	5665	8.648	3.047	-0.08

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section G. R-114 Home Economics Information

Gr.	Age	Boys					Girls				
		N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	6.420	2.770	-0.86	3	4	11.667	1.700	0.51
9	13	96	181	7.556	2.979	-0.56	131	251	10.333	3.132	0.16
9	14	1719	3608	7.710	2.730	-0.52	2110	4424	11.482	3.240	0.46
9	15	1323	2752	7.320	3.032	-0.62	1141	2313	11.049	3.397	0.35
9	16	356	755	6.335	2.720	-0.88	177	382	8.717	3.354	-0.26
9	17	79	174	5.952	2.773	-0.98	36	86	8.201	4.042	-0.39
9	18	6	15	6.505	1.970	-0.84	6	15	8.725	2.492	-0.26
9	19	2	4	6.032	2.000	-0.96	1	2	12.000	.000	0.60
9	20+	2	4	4.031	1.000	-1.48	0	0			
	Tot	3590	7505	7.377	2.887	-0.61	3605	7477	11.125	3.375	0.37
10	12	0	0				0	0			
10	13	1	1	9.000	.000	-0.19	3	4	9.000	2.944	-0.19
10	14	91	173	8.573	3.251	-0.30	113	217	11.894	2.882	0.57
10	15	1810	3798	8.472	2.931	-0.32	2118	4455	12.458	3.273	0.72
10	16	1294	2701	8.142	2.997	-0.41	1038	2128	12.244	3.314	0.66
10	17	290	612	7.137	2.673	-0.67	150	327	11.021	3.232	0.34
10	18	46	96	6.446	3.147	-0.85	22	52	10.911	3.730	0.31
10	19	6	13	5.276	2.239	-1.16	2	7	12.226	1.845	0.66
10	20+	2	4	5.509	.500	-1.10	1	5	11.000	.000	0.34
	Tot	3540	7400	8.210	2.977	-0.39	3447	7194	12.298	3.291	0.68
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	10.000	.000	.08	1	1	16.000	.000	1.64
11	15	73	136	8.878	2.566	-0.22	111	215	12.593	3.453	0.75
11	16	1815	3826	9.150	2.897	-0.15	2161	4471	13.164	3.203	0.90
11	17	1228	2595	8.518	2.923	-0.31	971	2029	12.685	3.208	0.78
11	18	180	399	7.626	2.536	-0.54	100	209	10.535	3.271	0.22
11	19	32	68	6.990	3.253	-0.71	12	24	8.775	2.800	-0.24
11	20+	13	26	7.509	3.635	-0.57	1	2	9.000	.000	-0.19
	Tot	3342	7050	8.799	2.924	-0.24	3357	6951	12.912	3.258	0.84
12	12	1	2	14.000	.000	1.12	0	0			
12	13	0	0				1	2	15.000	.000	1.38
12	14	0	0				1	2	15.000	.000	1.38
12	15	2	3	7.250	.968	-0.64	5	8	10.393	.899	0.18
12	16	88	174	9.184	2.806	-0.14	116	223	12.886	3.659	0.83
12	17	1688	3512	9.488	2.878	-0.06	1923	3881	13.929	3.120	1.10
12	18	868	1781	8.861	2.879	-0.22	692	1386	13.303	3.255	0.94
12	19	136	284	8.076	2.487	-0.43	68	140	11.819	3.313	0.55
12	20+	24	53	7.307	2.137	-0.63	9	22	11.289	4.278	0.41
	Tot	2807	5810	9.198	2.884	-0.13	2815	5665	13.668	3.219	1.03

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section H. R-115 Sports Information

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	7.509	2.027	0.44	3	4	5.000	.816	-0.40
9	13	96	181	7.388	3.059	0.40	131	251	4.284	2.280	-0.63
9	14	1719	3608	7.477	3.030	0.43	2110	4424	4.936	2.287	-0.42
9	15	1323	2752	6.509	3.007	0.11	1141	2313	4.375	2.295	-0.60
9	16	356	755	4.928	2.624	-0.42	177	382	3.370	1.839	-0.94
9	17	79	174	4.201	1.830	-0.66	36	86	3.240	1.644	-0.98
9	18	6	15	4.930	2.478	-0.42	6	15	4.022	2.468	-0.72
9	19	2	4	2.540	2.500	-1.21	1	2	3.000	.000	-1.06
9	20+	2	4	1.453	1.499	-1.57	0	0			
	Tot	3590	7505	6.776	3.090	0.19	3605	7477	4.639	2.302	-0.51
10	12	0	0				0	0			
10	13	1	1	8.000	.000	0.60	3	4	3.667	2.495	-0.84
10	14	91	173	7.998	2.708	0.60	113	217	5.036	2.472	-0.38
10	15	1810	3798	8.212	2.996	0.67	2118	4455	5.478	2.357	-0.24
10	16	1294	2701	7.291	3.016	0.36	1038	2128	5.047	2.358	-0.38
10	17	290	612	6.115	2.795	-0.03	150	327	3.675	1.906	-0.83
10	18	46	96	4.772	2.350	-0.47	22	52	3.159	2.056	-1.01
10	19	6	13	5.025	1.313	-0.39	2	7	8.080	1.383	0.63
10	20+	2	4	4.472	1.500	-0.57	1	5	5.000	.000	-0.40
	Tot	3540	7400	7.645	3.059	0.48	3447	7194	5.240	2.381	-0.32
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.93	1	1	2.000	.000	-1.39
11	15	73	136	9.233	2.966	1.01	111	215	5.400	2.402	-0.26
11	16	1815	3826	8.711	2.921	0.84	2161	4471	5.809	2.416	-0.13
11	17	1228	2595	7.871	2.906	0.56	971	2029	5.165	2.424	-0.34
11	18	180	399	6.194	2.903	0.00	100	209	4.287	2.248	-0.63
11	19	32	68	5.567	2.820	-0.21	12	24	3.572	2.295	-0.87
11	20+	13	26	5.453	3.840	-0.25	1	2	1.000	.000	-1.72
	Tot	3342	7050	8.227	3.006	0.67	3357	6951	5.553	2.444	-0.21
12	12	1	2	14.000	.000	2.59	0	0			
12	13	0	0				1	2	8.000	.000	0.60
12	14	0	0				1	2	5.000	.000	-0.40
12	15	2	3	8.250	2.905	0.68	5	8	5.927	2.089	-0.09
12	16	88	174	9.424	2.765	1.07	116	223	5.597	2.545	-0.20
12	17	1688	3512	9.215	2.762	1.00	1923	3881	6.137	2.527	-0.02
12	18	868	1781	8.288	2.989	0.70	692	1386	5.745	2.422	-0.15
12	19	136	284	6.896	2.857	0.23	68	140	3.982	2.159	-0.73
12	20+	24	53	5.845	2.463	-0.12	9	22	2.683	2.276	-1.16
	Tot	2807	5810	8.794	2.916	0.86	2815	5665	5.953	2.527	-0.08

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section I. R-190 Information Part I Total

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	144.67	32.60	0.66	3	4	134.50	16.33	0.38
9	13	96	181	127.76	40.82	0.20	131	251	109.09	34.67	-0.30
9	14	1719	3608	127.56	35.44	0.20	2110	4424	112.29	29.02	-0.21
9	15	1323	2752	115.11	36.79	-0.14	1141	2313	102.38	30.69	-0.48
9	16	356	755	94.93	30.46	-0.68	177	382	79.96	27.02	-1.08
9	17	79	174	82.51	28.57	-1.02	36	86	73.14	27.21	-1.27
9	18	6	15	82.86	17.14	-1.01	6	15	71.76	21.97	-1.30
9	19	2	4	80.23	44.99	-1.08	1	2	94.50	0.00	-0.69
9	20+	2	4	44.19	10.00	-2.04	0	0			
	Tot	3590	7505	118.53	37.35	-0.05	3605	7477	106.94	30.88	-0.36
10	12	0	0				0	0			
10	13	1	1	174.50	0.00	1.46	3	4	121.17	33.00	0.02
10	14	91	173	142.82	40.71	0.61	113	217	122.48	31.94	0.06
10	15	1810	3798	141.48	35.15	0.57	2118	4455	122.93	30.63	0.07
10	16	1294	2701	127.92	37.28	0.20	1038	2128	113.86	31.24	-0.17
10	17	290	612	108.97	31.89	-0.30	150	327	92.80	24.81	-0.74
10	18	46	96	92.91	34.60	-0.74	22	52	81.49	17.51	-1.04
10	19	6	13	101.74	29.01	-0.50	2	7	121.43	4.63	0.03
10	20+	2	4	99.22	15.00	-0.57	1	5	94.50	0.00	-0.69
	Tot	3540	7400	133.15	37.44	0.35	3447	7194	118.54	31.47	-0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	194.50	0.00	1.99	1	1	154.50	0.00	0.92
11	15	73	136	155.35	35.59	0.94	111	215	131.00	36.60	0.29
11	16	1815	3826	151.82	35.66	0.85	2161	4471	129.24	32.13	0.24
11	17	1228	2595	140.12	37.36	0.53	971	2029	118.66	32.79	-0.04
11	18	180	399	114.82	34.44	-0.15	100	209	94.24	24.68	-0.70
11	19	32	68	103.33	45.16	-0.46	12	24	77.11	23.97	-1.16
11	20+	13	26	102.07	42.00	-0.49	1	2	104.50	0.00	-0.42
	Tot	3342	7050	144.85	37.86	0.66	3357	6951	124.97	33.18	0.13
12	12	1	2	214.50	0.00	2.53	0	0			
12	13	0	0				1	2	154.50	0.00	0.92
12	14	0	0				1	2	134.50	0.00	0.38
12	15	2	3	129.50	19.36	0.25	5	8	134.62	25.64	0.39
12	16	88	174	161.04	35.78	1.09	116	223	129.85	34.95	0.26
12	17	1688	3512	160.22	33.98	1.07	1923	3881	135.31	32.97	0.40
12	18	868	1781	145.07	37.50	0.67	692	1386	127.18	33.90	0.19
12	19	136	284	122.65	33.70	0.06	68	140	96.98	26.60	-0.63
12	20+	24	53	104.42	24.14	- .43	9	22	88.32	29.05	-0.86
	Tot	2807	5810	153.25	36.74	0.89	2815	5665	131.98	33.87	0.31

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section J. R-230 English Total

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	87.00	6.82	0.60	3	4	90.34	10.28	0.82
9	13	96	181	76.56	16.55	-0.07	131	251	80.04	13.16	0.15
9	14	1719	3608	75.95	13.22	-0.11	2110	4424	81.44	11.60	0.24
9	15	1323	2752	71.08	15.09	-0.42	1141	2313	76.80	13.74	-0.06
9	16	356	755	61.66	15.38	-1.03	177	382	68.22	13.49	-0.61
9	17	79	174	58.57	13.98	-1.23	36	86	62.70	9.19	-0.96
9	18	6	15	59.44	8.46	-1.17	6	15	55.63	11.59	-1.42
9	19	2	4	52.54	15.00	-1.62	1	2	77.00	0.00	-0.04
9	20+	2	4	44.26	7.50	-2.15	0	0			
	Tot	3590	7505	72.29	15.08	-0.35	3605	7477	79.02	13.03	0.09
10	12	0	0				0	0			
10	13	1	1	92.00	0.00	0.92	3	4	82.00	10.80	0.28
10	14	91	173	79.70	15.70	0.13	113	217	85.74	12.11	0.52
10	15	1810	3798	79.36	13.28	0.11	2118	4455	84.88	11.10	0.46
10	16	1294	2701	74.22	14.14	-0.22	1038	2128	81.04	12.58	0.22
10	17	290	612	67.14	13.12	-0.68	150	327	71.57	12.51	-0.39
10	18	46	96	60.04	17.32	-1.13	22	52	69.96	12.23	-0.50
10	19	6	13	67.96	15.36	-0.62	2	7	76.60	6.92	-0.07
10	20+	2	4	61.90	5.00	-1.01	1	5	77.00	0.00	-0.04
	Tot	3540	7400	76.20	14.32	-0.09	3447	7194	83.05	12.11	0.35
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	102.00	0.00	1.57	1	1	87.00	0.00	0.60
11	15	73	136	83.59	11.28	0.38	111	215	86.10	11.82	0.54
11	16	1815	3826	82.10	12.62	0.29	2161	4471	87.22	11.14	0.61
11	17	1228	2595	78.15	13.22	0.03	971	2029	83.88	11.72	0.40
11	18	130	399	69.88	14.14	-0.50	100	209	74.10	11.40	-0.23
11	19	32	68	65.61	21.04	-0.78	12	24	64.80	12.90	-0.83
11	20+	13	26	64.56	18.46	-0.84	1	2	77.00	0.00	-0.04
	Tot	3342	7050	79.76	13.51	0.13	3357	6951	85.73	11.70	0.52
12	12	1	2	87.00	0.00	0.60	0	0			
12	13	0	0				1	2	77.00	0.00	-0.04
12	14	0	0				1	2	82.00	0.00	0.28
12	15	2	3	77.62	7.26	0.00	5	8	92.84	11.35	0.98
12	16	88	174	85.46	12.22	0.50	116	223	89.43	13.10	0.76
12	17	1688	3512	84.77	12.88	0.46	1923	3881	89.88	10.67	0.79
12	18	868	1781	80.06	13.86	0.15	692	1386	86.98	12.36	0.60
12	19	136	284	71.50	14.27	-0.40	68	140	77.62	11.28	0.00
12	20+	24	53	66.94	9.16	-0.69	9	22	72.90	13.16	-0.31
	Tot	2807	5810	82.53	13.70	0.31	2815	5665	88.78	11.48	0.72

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section K. R-250 Reading Comprehension

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	34.86	7.33	0.69	3	4	38.50	1.63	1.02
9	13	96	181	27.71	10.99	0.05	131	251	26.48	11.52	-0.06
9	14	1719	3608	26.58	10.72	-0.05	2110	4424	27.11	9.74	0.00
9	15	1323	2752	22.85	10.81	-0.38	1141	2313	23.71	10.15	-0.31
9	16	356	755	16.92	8.42	-0.92	177	382	17.76	8.69	-0.84
9	17	79	174	15.36	7.51	-1.06	36	86	15.18	7.34	-1.07
9	18	6	15	14.97	5.53	-1.09	6	15	9.50	4.10	-1.58
9	19	2	4	17.65	9.00	-0.85	1	2	26.50	0.00	-0.06
9	20+	2	4	11.47	1.00	-1.41	0	0			
	Tot	3590	7505	23.98	11.00	-0.28	3605	7477	25.39	10.22	-0.16
10	12	0	0				0	0			
10	13	1	1	44.50	0.00	1.56	3	4	30.50	9.09	0.30
10	14	91	173	30.40	10.76	0.29	113	217	33.06	9.63	0.53
10	15	1810	3798	29.92	10.40	0.25	2118	4455	30.47	9.68	0.30
10	16	1294	2701	26.10	11.01	-0.09	1038	2128	27.49	10.18	0.03
10	17	290	612	20.05	9.09	-0.64	150	327	20.37	8.62	-0.61
10	18	46	96	16.55	8.94	-0.95	22	52	16.16	6.08	-0.98
10	19	6	13	18.01	9.55	-0.82	2	7	24.95	3.69	-0.20
10	20+	2	4	14.43	4.00	-1.14	1	5	12.50	0.00	-1.31
	Tot	3540	7400	27.52	11.00	0.04	3447	7194	29.09	10.12	0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	44.50	0.00	1.56	1	1	38.50	0.00	1.02
11	15	73	136	33.68	10.43	0.59	111	215	33.19	10.40	0.54
11	16	1815	3826	32.51	9.98	0.48	2161	4471	32.09	9.54	0.45
11	17	1228	2595	29.17	10.62	0.18	971	2029	28.98	9.90	0.17
11	18	180	399	22.17	10.68	-0.44	100	209	22.48	9.19	-0.42
11	19	32	68	21.42	11.67	-0.51	12	24	16.06	6.22	-0.99
11	20+	13	26	23.40	9.55	-0.33	1	2	22.50	0.00	-0.42
	Tot	3342	7050	30.58	10.66	0.31	3357	6951	30.87	9.91	0.34
12	12	1	2	44.50	0.00	1.56	0	0			
12	13	0	0				1	2	34.50	0.00	0.66
12	14	0	0				1	2	36.50	0.00	0.84
12	15	2	3	32.25	4.84	0.46	5	8	39.43	6.50	1.10
12	16	88	174	35.20	9.55	0.72	116	223	33.60	8.73	0.58
12	17	1688	3512	34.75	9.32	0.68	1923	3881	34.19	8.95	0.63
12	18	868	1781	30.14	10.62	0.27	692	1386	31.83	10.02	0.42
12	19	136	284	24.51	9.90	-0.23	68	140	23.22	8.26	-0.35
12	20+	24	53	19.08	6.44	-0.72	9	22	17.90	6.57	-0.83
	Tot	2807	5810	32.71	10.23	0.50	2815	5665	33.26	9.43	0.55

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section L. R-260 Creativity

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.232	3.330	0.86	3	4	9.667	3.400	0.46
9	13	96	181	8.289	3.757	0.10	131	251	7.006	3.517	-0.23
9	14	1719	3608	8.076	3.711	0.05	2110	4424	7.434	3.402	-0.12
9	15	1323	2752	7.240	3.746	-0.17	1141	2313	6.704	3.321	-0.31
9	16	356	755	5.559	3.169	-0.60	177	382	4.774	2.713	-0.81
9	17	79	174	5.101	2.126	-0.72	36	86	4.075	2.040	-0.99
9	18	6	15	6.278	3.504	-0.42	6	15	5.520	1.955	-0.61
9	19	2	4	6.524	1.500	-0.35	1	2	7.000	.000	-0.23
9	20+	2	4	4.547	1.499	-0.87	0	0			
	Tot	3590	7505	7.450	3.742	-0.11	3605	7477	7.016	3.408	-0.23
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.32	3	4	5.000	2.160	-0.75
10	14	91	173	8.946	4.235	0.27	113	217	8.364	3.915	0.12
10	15	1810	3798	9.042	3.969	0.30	2118	4455	8.225	3.586	0.09
10	16	1294	2701	8.182	3.979	0.08	1038	2128	7.470	3.587	-0.11
10	17	290	612	6.345	3.404	-0.40	150	327	5.606	2.914	-0.59
10	18	46	96	5.933	3.072	-0.51	22	52	3.943	2.494	-1.02
10	19	6	13	5.098	3.973	-0.72	2	7	6.693	.462	-0.31
10	20+	2	4	5.472	1.500	-0.63	1	5	3.000	.000	-1.27
	Tot	3540	7400	8.454	4.011	0.15	3447	7194	7.849	3.628	-0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.29	1	1	13.000	.000	1.32
11	15	73	136	10.105	3.861	0.57	111	215	8.842	3.856	0.25
11	16	1815	3826	9.979	4.058	0.54	2161	4471	8.748	3.769	0.22
11	17	1228	2595	9.047	4.049	0.30	971	2029	7.939	3.643	0.01
11	18	180	399	6.819	4.006	-0.28	100	209	6.000	2.824	-0.49
11	19	32	68	6.211	4.058	-0.43	12	24	4.816	2.606	-0.80
11	20+	13	26	6.087	3.501	-0.47	1	2	8.000	.000	0.03
	Tot	3342	7050	9.409	4.138	0.39	3357	6951	8.419	3.755	0.14
12	12	1	2	15.000	.000	1.84	0	0			
12	13	0	0				1	2	11.000	.000	0.80
12	14	0	0				1	2	4.000	.000	-1.01
12	15	2	3	5.375	.484	-0.65	5	8	8.829	1.619	0.24
12	16	88	174	10.339	3.821	0.63	116	223	9.341	3.716	0.37
12	17	1688	3512	10.844	4.054	0.76	1923	3881	9.469	3.842	0.41
12	18	868	1781	9.352	4.132	0.38	692	1386	8.673	3.758	0.20
12	19	136	284	7.490	3.313	-0.10	68	140	6.628	3.596	-0.33
12	20+	24	53	6.363	3.509	-0.40	9	22	4.338	2.833	-0.92
	Tot	2807	5810	10.165	4.152	0.59	2815	5665	9.177	3.854	0.33

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section M. R-270 Mechanical Reasoning

Gr.	Age	Boys					Girls				
		N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.017	3.295	0.28	3	4	7.000	1.414	-0.67
9	13	96	181	10.543	4.023	0.17	131	251	7.802	3.376	-0.48
9	14	1719	3608	11.722	3.859	0.44	2110	4424	8.055	3.299	-0.42
9	15	1323	2752	11.009	4.015	0.28	1141	2313	7.416	3.231	-0.57
9	16	356	755	9.570	3.934	-0.06	177	382	5.825	2.747	-0.95
9	17	79	174	8.327	3.557	-0.36	36	86	4.876	1.996	-1.17
9	18	6	15	10.478	5.315	0.15	6	15	5.512	1.598	-1.02
9	19	2	4	6.524	1.500	-0.78	1	2	3.000	.000	-1.61
9	20+	2	4	7.000	.000	-0.67	0	0			
	Tot	3590	7505	11.127	4.002	0.30	3605	7477	7.691	3.298	-0.51
10	12	0	0				0	0			
10	13	1	1	14.000	.000	0.98	3	4	6.000	1.633	-0.90
10	14	91	173	11.964	4.406	0.50	113	217	8.199	3.370	-0.39
10	15	1810	3798	12.433	4.092	0.61	2118	4455	8.423	3.479	-0.33
10	16	1294	2701	11.851	4.174	0.47	1038	2128	7.930	3.539	-0.45
10	17	290	612	10.186	4.049	0.08	150	327	5.882	2.836	-0.93
10	18	46	96	9.171	4.131	-0.16	22	52	5.936	2.479	-0.92
10	19	6	13	9.908	1.677	0.02	2	7	8.000	.000	-0.43
10	20+	2	4	7.565	3.499	-0.54	1	5	3.000	.000	-1.61
	Tot	3540	7400	11.974	4.184	0.50	3447	7194	8.132	3.508	-0.40
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	13.000	.000	0.75	1	1	6.000	.000	-0.90
11	15	73	136	11.975	4.061	0.50	111	215	8.799	3.663	-0.25
11	16	1815	3826	13.295	3.907	0.81	2161	4471	8.713	3.449	-0.27
11	17	1228	2595	12.557	4.069	0.64	971	2029	8.222	3.516	-0.38
11	18	180	399	10.810	4.216	0.23	100	209	6.265	2.963	-0.84
11	19	32	68	10.051	4.925	0.05	12	24	5.860	3.965	-0.94
11	20+	13	26	8.894	4.184	-0.22	1	2	7.000	.000	-0.67
	Tot	3342	7050	12.810	4.065	0.70	3357	6951	8.488	3.497	-0.32
12	12	1	2	14.000	.000	0.98	0	0			
12	13	0	0				1	2	16.000	.000	1.45
12	14	0	0				1	2	7.000	.000	-0.67
12	15	2	3	10.125	1.452	0.07	5	8	8.455	4.860	-0.33
12	16	88	174	13.318	3.548	0.82	116	223	9.054	3.521	-0.19
12	17	1688	3512	13.757	3.795	0.92	1923	3881	8.921	3.489	-0.22
12	18	868	1781	13.122	4.014	0.77	692	1386	8.390	3.625	-0.34
12	19	136	284	11.046	3.703	0.28	68	140	6.677	3.168	-0.75
12	20+	24	53	11.401	3.506	0.37	9	22	5.988	3.026	-0.91
	Tot	2807	5810	13.393	3.901	0.84	2815	5665	8.731	3.546	-0.26

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section N. R-282 Visualization in Three Dimensions

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	8.321	2.300	.09	3	4	6.333	2.055	-0.53
9	13	96	181	7.961	3.108	-0.02	131	251	7.022	2.928	-0.31
9	14	1719	3608	8.246	3.131	0.07	2110	4424	7.575	2.886	-0.14
9	15	1323	2752	7.874	3.254	-0.05	1141	2313	6.992	2.812	-0.32
9	16	356	755	7.048	3.166	-0.31	177	382	6.145	2.381	-0.59
9	17	79	174	6.313	3.195	-0.53	36	86	5.658	2.790	-0.74
9	18	6	15	7.255	2.317	-0.24	6	15	4.867	1.830	-0.98
9	19	2	4	5.048	3.000	-0.93	1	2	5.000	.000	-0.94
9	20+	2	4	4.484	.500	-1.10	0	0			
	Tot	3590	7505	7.932	3.209	-0.03	3605	7477	7.274	2.870	-0.24
10	12	0	0				0	0			
10	13	1	1	12.000	.000	1.23	3	4	5.000	.816	-0.94
10	14	91	173	7.952	3.154	-0.02	113	217	8.000	2.931	-0.01
10	15	1810	3798	8.962	3.355	0.29	2118	4455	7.924	2.988	-0.03
10	16	1294	2701	8.562	3.406	0.16	1038	2128	7.676	3.040	-0.11
10	17	290	612	7.572	3.210	-0.14	150	327	6.014	2.835	-0.63
10	18	46	96	7.567	2.749	-0.14	22	52	4.514	1.685	-1.09
10	19	6	13	7.835	1.576	-0.06	2	7	6.533	2.305	-0.47
10	20+	2	4	6.056	3.000	-0.61	1	5	10.000	.000	0.61
	Tot	3540	7400	8.656	3.375	0.19	3447	7194	7.740	3.026	-0.09
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	8.000	.000	-0.01	1	1	10.000	.000	0.61
11	15	73	136	8.902	3.207	0.27	111	215	7.752	3.052	-0.09
11	16	1815	3826	9.576	3.239	0.48	2161	4471	8.174	3.043	0.04
11	17	1228	2595	9.185	3.300	0.36	971	2029	7.843	2.981	-0.06
11	18	180	399	8.050	3.484	0.01	100	209	6.187	2.517	-0.57
11	19	32	68	7.429	3.586	-0.19	12	24	6.396	3.315	-0.51
11	20+	13	26	7.131	3.043	-0.28	1	2	7.000	.000	-0.32
	Tot	3342	7050	9.303	3.334	0.40	3357	6951	7.999	3.034	-0.01
12	12	1	2	15.000	.000	2.17	0	0			
12	13	0	0				1	2	12.000	.000	1.23
12	14	0	0				1	2	9.000	.000	0.30
12	15	2	3	7.500	1.936	-0.17	5	8	8.803	2.453	0.24
12	16	88	174	9.639	3.208	0.50	116	223	8.399	3.113	0.11
12	17	1688	3512	9.931	3.367	0.59	1923	3881	8.497	3.073	0.14
12	18	868	1781	9.478	3.408	0.45	692	1386	8.196	3.094	0.05
12	19	136	284	8.541	3.284	0.16	68	140	6.976	3.044	-0.33
12	20+	24	53	8.814	2.758	0.24	9	22	5.861	2.353	-0.67
	Tot	2807	5810	9.706	3.384	0.52	2815	5665	8.373	3.091	0.11

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section O. R-290 Abstract Reasoning

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	9.304	1.517	0.30	3	4	9.333	2.055	0.31
9	13	96	181	8.616	3.027	0.09	131	251	8.026	3.562	-0.10
9	14	1719	3608	8.585	2.958	0.08	2110	4424	8.413	2.976	0.02
9	15	1323	2752	7.791	3.126	-0.17	1141	2313	7.333	3.199	-0.32
9	16	356	755	6.356	3.234	-0.62	177	382	5.322	2.942	-0.95
9	17	79	174	4.906	2.347	-1.08	36	86	5.495	3.077	-0.89
9	18	6	15	5.798	2.325	-0.80	6	15	5.890	3.548	-0.77
9	19	2	4	3.000	.000	-1.68	1	2	9.000	.000	0.21
9	20+	2	4	2.031	1.000	-1.98	0	0			
	Tot	3590	7505	7.973	3.152	-0.11	3605	7477	7.870	3.175	-0.15
10	12	0	0				0	0			
10	13	1	1	12.000	.000	1.15	3	4	7.333	2.868	-0.32
10	14	91	173	8.712	2.878	0.12	113	217	8.669	3.024	0.11
10	15	1810	3798	9.013	2.952	0.21	2118	4455	8.707	2.928	0.12
10	16	1294	2701	8.244	3.162	-0.03	1038	2128	7.869	3.136	-0.15
10	17	290	612	6.949	2.981	-0.44	150	327	5.989	3.051	-0.74
10	18	46	96	5.761	2.887	-0.81	22	52	5.085	2.825	-1.02
10	19	6	13	7.227	2.053	-0.35	2	7	6.693	.462	-0.52
10	20+	2	4	6.546	2.500	-0.56	1	5	11.000	.000	0.84
	Tot	3540	7400	8.508	3.104	0.05	3447	7194	8.307	3.077	-0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	9.000	.000	0.21	1	1	11.000	.000	0.84
11	15	73	136	9.196	3.058	0.27	111	215	9.211	2.783	0.28
11	16	1815	3826	9.547	2.858	0.38	2161	4471	9.018	2.955	0.21
11	17	1228	2595	8.969	3.061	0.20	971	2029	8.130	3.080	-0.06
11	18	180	399	7.450	3.338	-0.28	100	209	5.788	2.772	-0.80
11	19	32	68	6.304	3.524	-0.64	12	24	5.986	3.698	-0.74
11	20+	13	26	6.265	3.501	-0.65	1	2	5.000	.000	-1.05
	Tot	3342	7050	9.165	3.038	0.26	3357	6951	8.656	3.058	0.10
12	12	1	2	14.000	.000	1.78	0	0			
12	13	0	0				1	2	11.000	.000	0.84
12	14	0	0				1	2	11.000	.000	0.84
12	15	2	3	4.625	3.389	-1.17	5	8	10.559	2.061	0.70
12	16	88	174	9.734	2.815	0.44	116	223	9.432	2.962	0.35
12	17	1688	3512	9.887	2.747	0.49	1923	3881	9.292	2.763	0.30
12	18	868	1781	9.148	2.959	0.26	692	1386	8.572	3.190	0.07
12	19	136	284	7.495	3.000	-0.26	68	140	6.660	2.945	-0.53
12	20+	24	53	6.250	3.372	-0.66	9	22	5.060	2.161	-1.03
	Tot	2807	5810	9.504	2.912	0.37	2815	5665	9.043	2.935	0.22

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section P. R-311 Mathematics I. (Arithmetic Reasoning)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.563	3.438	1.13	3	4	7.333	.943	-0.07
9	13	96	181	7.911	3.404	0.09	131	251	6.904	3.577	-0.19
9	14	1719	3608	8.033	3.379	0.13	2110	4424	7.456	3.181	-0.04
9	15	1323	2752	6.983	3.380	-0.17	1141	2313	6.505	3.190	-0.31
9	16	356	755	5.396	2.702	-0.62	177	382	4.795	2.478	-0.80
9	17	79	174	4.401	1.998	-0.91	36	86	4.771	2.489	-0.80
9	18	6	15	5.606	.885	-0.56	6	15	4.891	.946	-0.77
9	19	2	4	3.032	2.000	-1.30	1	2	2.000	.000	-1.59
9	20+	2	4	3.421	2.499	-1.19	0	0			
	Tot	3590	7505	7.290	3.424	-0.08	3605	7477	6.970	3.236	-0.18
10	12	0	0				0	0			
10	13	1	1	13.000	.000	1.54	3	4	4.333	.943	-0.93
10	14	91	173	8.704	3.716	0.32	113	217	8.336	3.873	0.21
10	15	1810	3798	8.780	3.364	0.34	2118	4455	7.997	3.390	0.12
10	16	1294	2701	7.766	3.397	0.05	1038	2128	7.185	3.341	-0.11
10	17	290	612	6.170	2.874	-0.40	150	327	5.331	2.574	-0.64
10	18	46	96	5.219	2.872	-0.68	22	52	4.592	1.814	-0.85
10	19	6	13	7.027	3.095	-0.16	2	7	5.693	.462	-0.54
10	20+	2	4	5.509	.500	-0.59	1	5	8.000	.000	0.12
	Tot	3540	7400	8.141	3.444	0.16	3447	7194	7.617	3.416	0.01
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	15.000	.000	2.11	1	1	11.000	.000	0.97
11	15	73	136	9.326	3.723	0.50	111	215	8.482	3.917	0.26
11	16	1815	3826	9.622	3.462	0.58	2161	4471	8.326	3.467	0.21
11	17	1228	2595	8.717	3.383	0.32	971	2029	7.494	3.424	-0.03
11	18	180	399	6.565	3.057	-0.29	100	209	5.487	2.913	-0.60
11	19	32	68	6.085	3.820	-0.43	12	24	3.983	2.235	-1.03
11	20+	13	26	5.930	2.901	-0.47	1	2	4.000	.000	-1.02
	Tot	3342	7050	9.063	3.518	0.42	3357	6951	7.987	3.508	0.11
12	12	1	2	14.000	.000	1.83	0	0			
12	13	0	0				1	2	7.000	.000	-0.17
12	14	0	0				1	2	6.000	.000	-0.45
12	15	2	3	7.875	2.421	0.08	5	8	11.341	2.205	1.07
12	16	88	174	10.311	3.577	0.78	116	223	8.668	3.692	0.31
12	17	1688	3512	10.400	3.462	0.80	1923	3881	9.071	3.502	0.42
12	18	868	1781	9.277	3.456	0.48	692	1386	7.976	3.678	0.11
12	19	136	284	6.752	3.262	-0.24	68	140	5.851	2.774	-0.49
12	20+	24	53	5.614	2.583	-0.56	9	22	5.452	2.397	-0.61
	Tot	2807	5810	9.831	3.579	0.64	2815	5665	8.695	3.598	0.32

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section Q. R-312 Mathematics II (Introd.high school math)

		Boys					Girls				
Gr.	Age	N'	N in 100's	M	σ	z	N'	N in 100's	M	σ	z
9	12	7	10	11.294	3.916	0.36	3	4	9.333	1.886	-0.08
9	13	96	181	10.524	4.053	0.19	131	251	9.607	4.241	-0.02
9	14	1719	3608	10.151	4.124	0.10	2110	4424	9.923	3.746	0.05
9	15	1323	2752	8.839	3.934	-0.19	1141	2313	8.744	3.768	-0.22
9	16	356	755	6.395	2.961	-0.75	177	382	6.441	2.931	-0.74
9	17	79	174	5.883	2.524	-0.86	36	86	5.676	2.407	-0.91
9	18	6	15	5.087	2.213	-1.04	6	15	4.723	1.551	-1.13
9	19	2	4	3.524	1.500	-1.40	1	2	9.000	.000	-0.16
9	20+	2	4	2.453	1.499	-1.64	0	0			
	Tot	3590	7505	9.185	4.119	-0.12	3605	7477	9.310	3.841	-0.09
10	12	0	0				0	0			
10	13	1	1	14.000	.000	0.98	3	4	7.667	2.625	-0.46
10	14	91	173	11.969	5.240	0.52	113	217	11.049	4.183	0.31
10	15	1810	3798	11.269	4.590	0.36	2118	4455	10.402	4.177	0.16
10	16	1294	2701	9.619	4.447	-0.02	1038	2128	9.284	4.047	-0.09
10	17	290	612	7.379	3.175	-0.53	150	327	7.240	2.775	-0.56
10	18	46	96	6.492	3.020	-0.73	22	52	6.544	1.888	-0.71
10	19	6	13	8.542	2.944	-0.26	2	7	9.307	.461	-0.09
10	20+	2	4	8.528	1.500	-0.26	1	5	10.000	.000	0.07
	Tot	3540	7400	10.293	4.611	0.14	3447	7194	9.917	4.156	0.05
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	20.000	.000	2.34	1	1	12.000	.000	0.52
11	15	73	136	13.424	5.789	0.85	111	215	11.456	4.895	0.40
11	16	1815	3826	12.430	5.407	0.62	2161	4471	10.380	4.628	0.16
11	17	1228	2595	10.759	5.057	0.24	971	2029	9.343	4.368	-0.08
11	18	180	399	7.591	3.903	-0.48	100	209	6.913	2.712	-0.63
11	19	32	68	7.710	4.398	-0.45	12	24	6.731	1.924	-0.67
11	20+	13	26	6.274	3.743	-0.78	1	2	9.000	.000	-0.16
	Tot	3342	7050	11.494	5.374	0.41	3357	6951	9.993	4.575	0.07
12	12	1	2	22.000	.000	2.79	0	0			
12	13	0	0				1	2	6.000	.000	-0.84
12	14	0	0				1	2	8.000	.000	-0.38
12	15	2	3	10.500	5.809	0.18	5	8	13.280	3.427	0.81
12	16	88	174	14.222	5.773	1.03	116	223	10.454	5.364	0.17
12	17	1688	3512	13.090	5.691	0.77	1923	3881	10.487	4.745	0.18
12	18	868	1781	11.169	5.232	0.33	692	1386	9.390	4.615	-0.07
12	19	136	284	8.314	4.025	-0.31	68	140	7.826	3.286	-0.42
12	20+	24	53	6.707	2.992	-0.68	9	22	6.411	1.547	-0.74
	Tot	2807	5810	12.245	5.643	0.58	2815	5665	10.137	4.743	0.10

Note: For explanation of notation, see first page of Table IV.

Table IV-4 (cont.)

Section R. F-410 Arithmetic Computation

Gr.	Age	Boys N'	Boys N in 100's	Boys M	Boys σ	Boys z	Girls N'	Girls N in 100's	Girls M	Girls σ	Girls z
9	12	7	10	26.60	11.50	0.09	3	4	25.00	14.14	0.03
9	13	96	181	17.60	35.80	-0.28	131	251	22.86	30.23	-0.06
9	14	1719	3608	23.53	23.99	-0.04	2110	4424	28.75	20.67	0.18
9	15	1323	2752	18.50	29.30	-0.24	1141	2313	23.57	23.42	-0.03
9	16	356	755	7.88	31.66	-0.68	177	382	10.30	30.46	-0.58
9	17	79	174	3.18	31.66	-0.87	36	86	3.64	31.18	-0.85
9	18	6	15	- 4.87	41.09	-1.20	6	15	4.42	44.20	-0.82
9	19	2	4	- 10.24	15.00	-1.42	1	2	20.00	0.00	-0.18
9	20+	2	4	- 51.32	37.48	-3.11	0	0			
	Tot	3590	7505	19.38	28.00	-0.21	3605	7477	25.66	23.27	0.05
10	12	0	0				0	0			
10	13	1	1	30.00	0.00	0.23	3	4	28.34	6.24	0.16
10	14	91	173	26.13	18.16	0.07	113	217	31.48	15.24	0.29
10	15	1810	3798	27.36	21.32	0.12	2118	4455	31.02	17.74	0.27
10	16	1294	2701	21.69	23.74	-0.11	1038	2128	26.22	21.10	0.08
10	17	290	612	9.46	30.58	-0.61	150	327	15.20	23.56	-0.38
10	18	46	96	5.59	31.04	-0.77	22	52	12.04	30.35	-0.51
10	19	6	13	25.77	9.48	0.06	2	7	31.54	2.31	0.29
10	20+	2	4	15.10	5.00	-0.38	1	5	35.00	0.00	0.44
	Tot	3540	7400	23.49	23.80	-0.04	3447	7194	28.76	19.52	0.18
11	12	0	0				0	0			
11	13	0	0				0	0			
11	14	1	1	30.00	0.00	0.23	1	1	35.00	0.00	0.44
11	15	73	136	30.62	20.78	0.26	111	215	29.50	18.11	0.21
11	16	1815	3826	31.20	19.56	0.28	2161	4471	32.99	17.40	0.35
11	17	1228	2595	26.84	21.72	0.10	971	2029	29.44	18.22	0.21
11	18	180	399	18.15	24.21	-0.26	100	209	18.68	24.38	-0.23
11	19	32	68	11.41	27.27	-0.53	12	24	1.82	25.43	-0.93
11	20+	13	26	10.34	33.20	-0.58	1	2	40.00	0.00	0.64
	Tot	3342	7050	28.58	21.20	0.17	3357	6951	31.31	18.24	0.28
12	12	1	2	65.00	0.00	1.67	0	0			
12	13	0	0				1	2	*	*	*
12	14	0	0				1	2	15.00	0.00	-0.39
12	15	2	3	23.12	16.94	-0.05	5	8	41.35	13.82	0.70
12	16	88	174	34.26	17.88	0.41	116	223	34.64	17.08	0.42
12	17	1688	3512	34.92	17.78	0.43	1923	3881	35.38	16.72	0.45
12	18	868	1781	28.24	22.59	0.16	692	1386	31.54	19.33	0.29
12	19	136	284	20.06	21.09	-0.18	68	140	18.58	24.71	-0.24
12	20+	24	53	12.54	12.10	-0.49	9	22	19.08	13.34	-0.22
	Tot	2807	5810	31.93	20.02	0.31	2815	5665	33.92	17.90	0.39

Note: For explanation of notation, see first page of Table IV.
*Data not available.

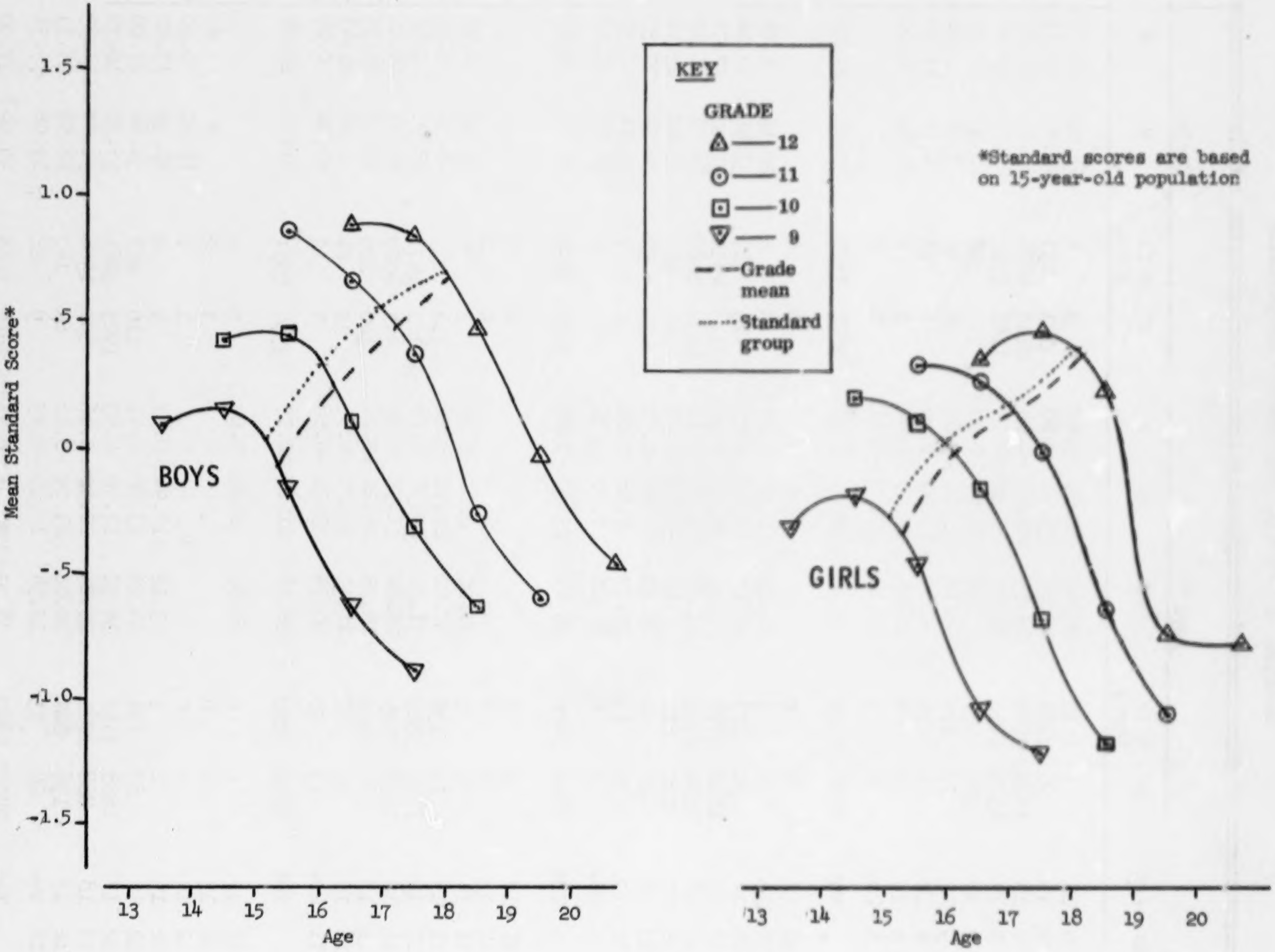
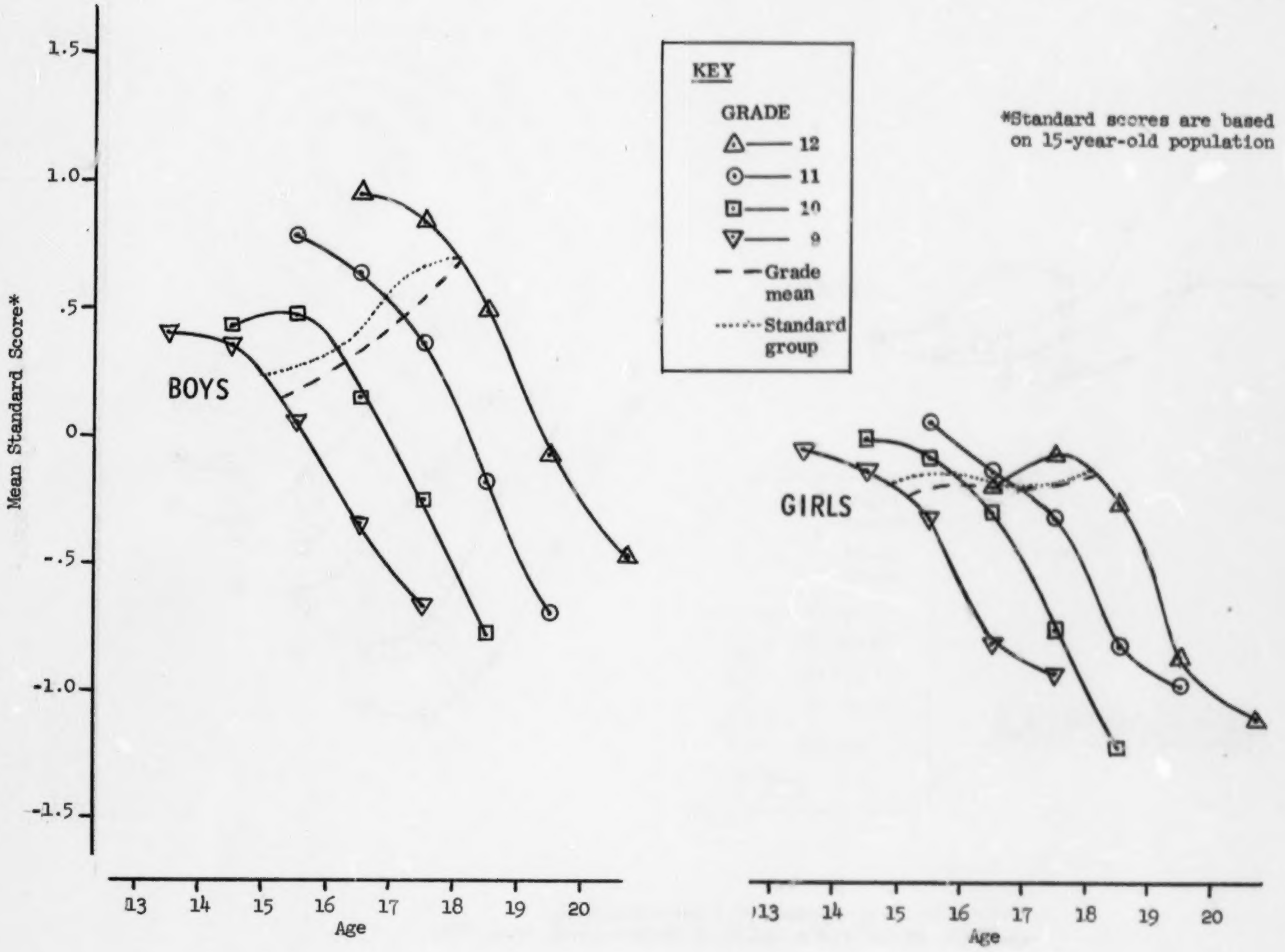


Fig. IV-1 Relationship of TALENT scores to Age and Grade
R102.Vocabulary (Informatron I)

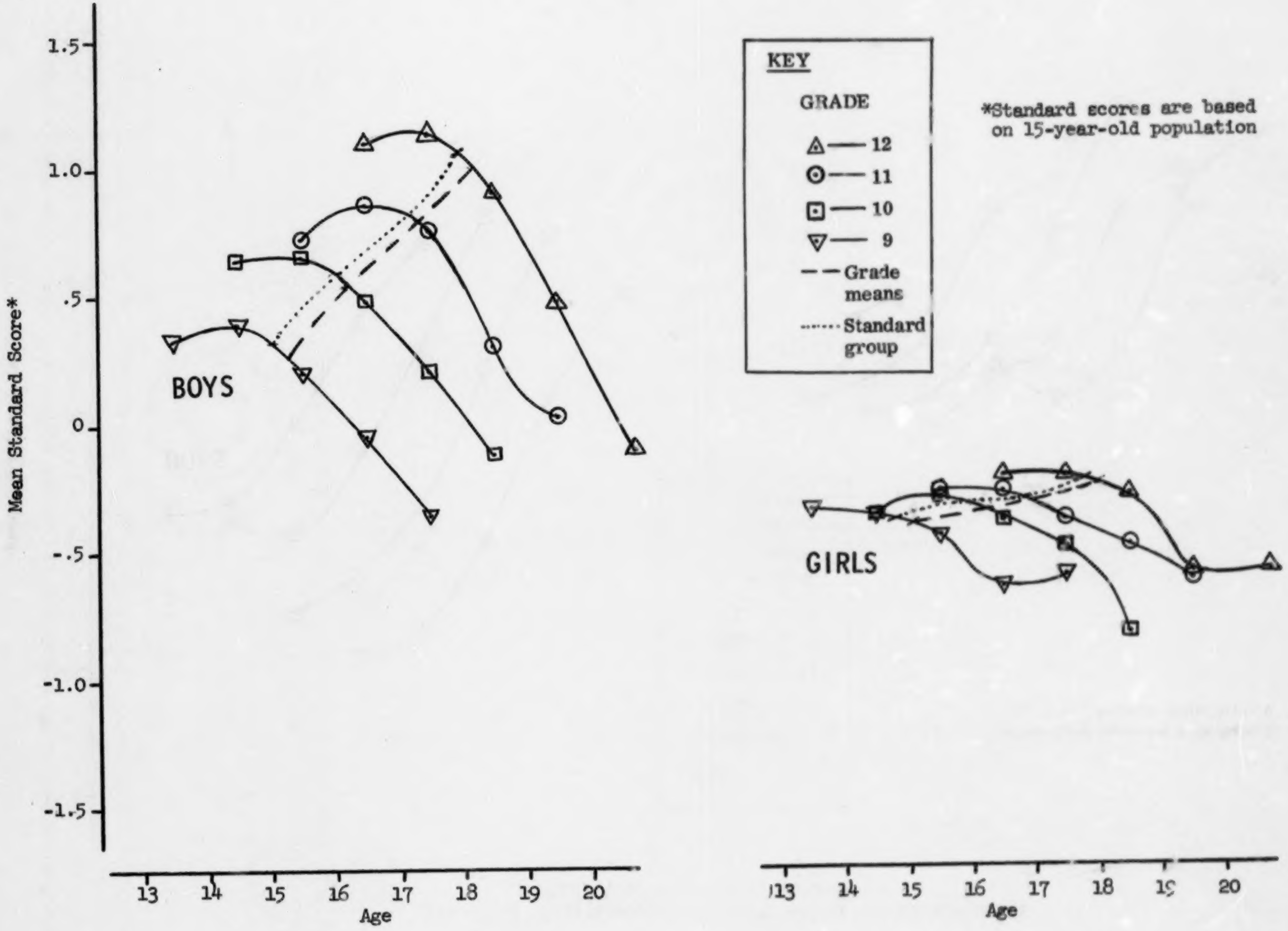
*Standard scores are based on 15-year-old population

Fig. IV-2 Relationship of TALENT scores to Age and Grade
R107, Physical Science Information



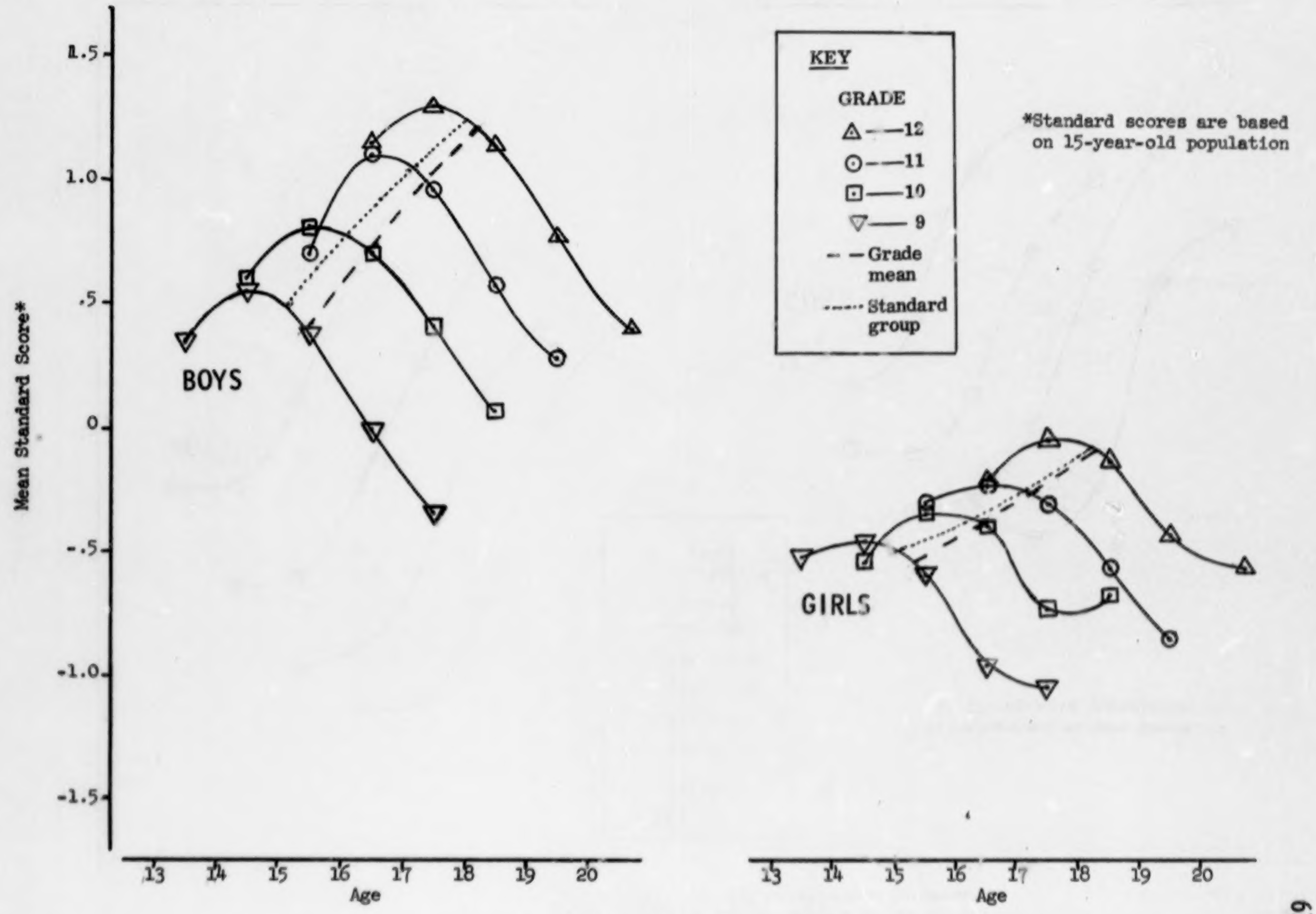
*Standard scores are based on 15-year-old population

Fig. IV-3 Relationship of TALENT scores to Age and Grade
R111.Electricity and Electronics Information



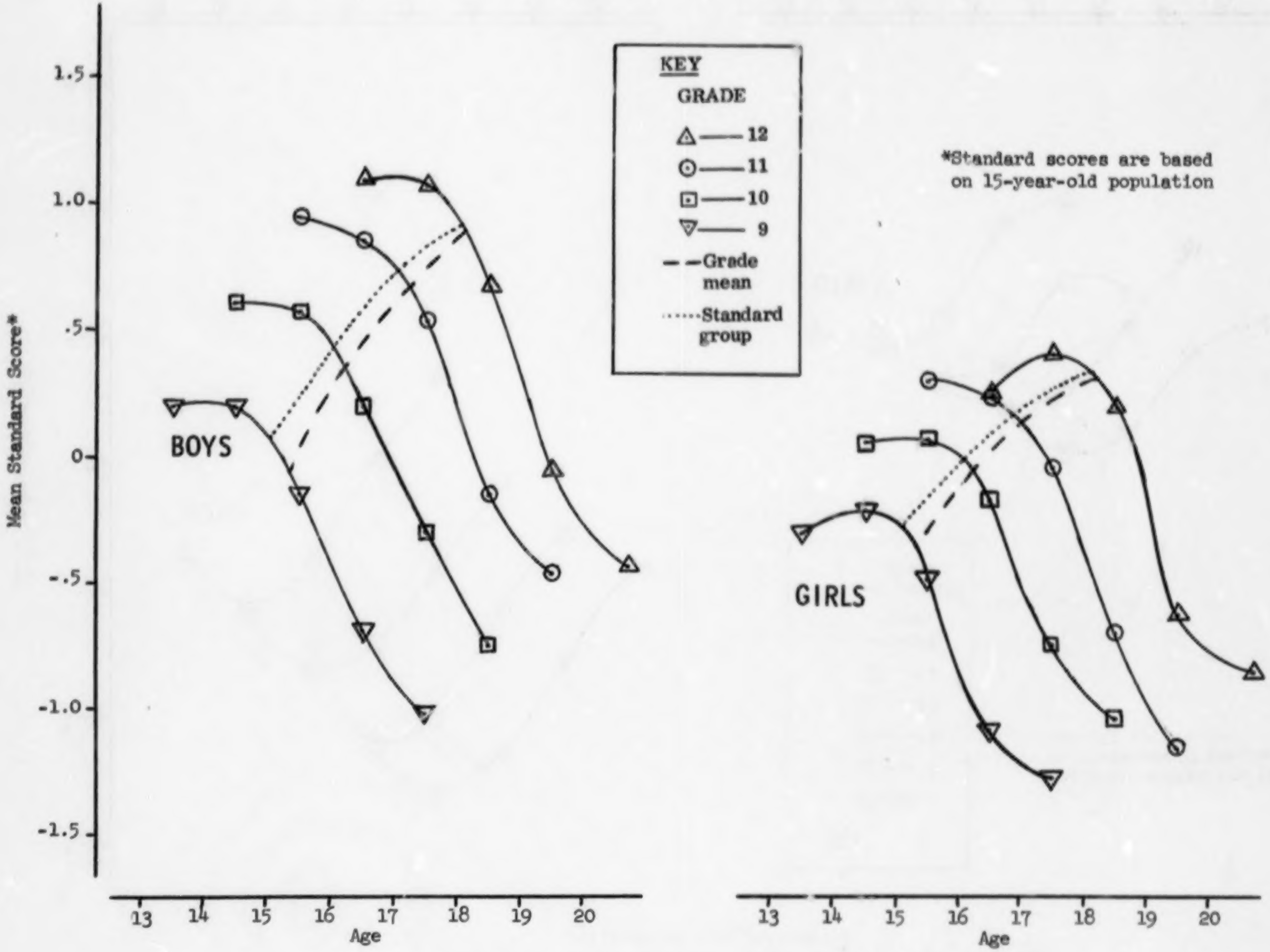
*Standard scores are based on 15-year-old population

Fig. IV-4 Relationship of TALENT scores to Age and Grade
R-112,Mechanical Information



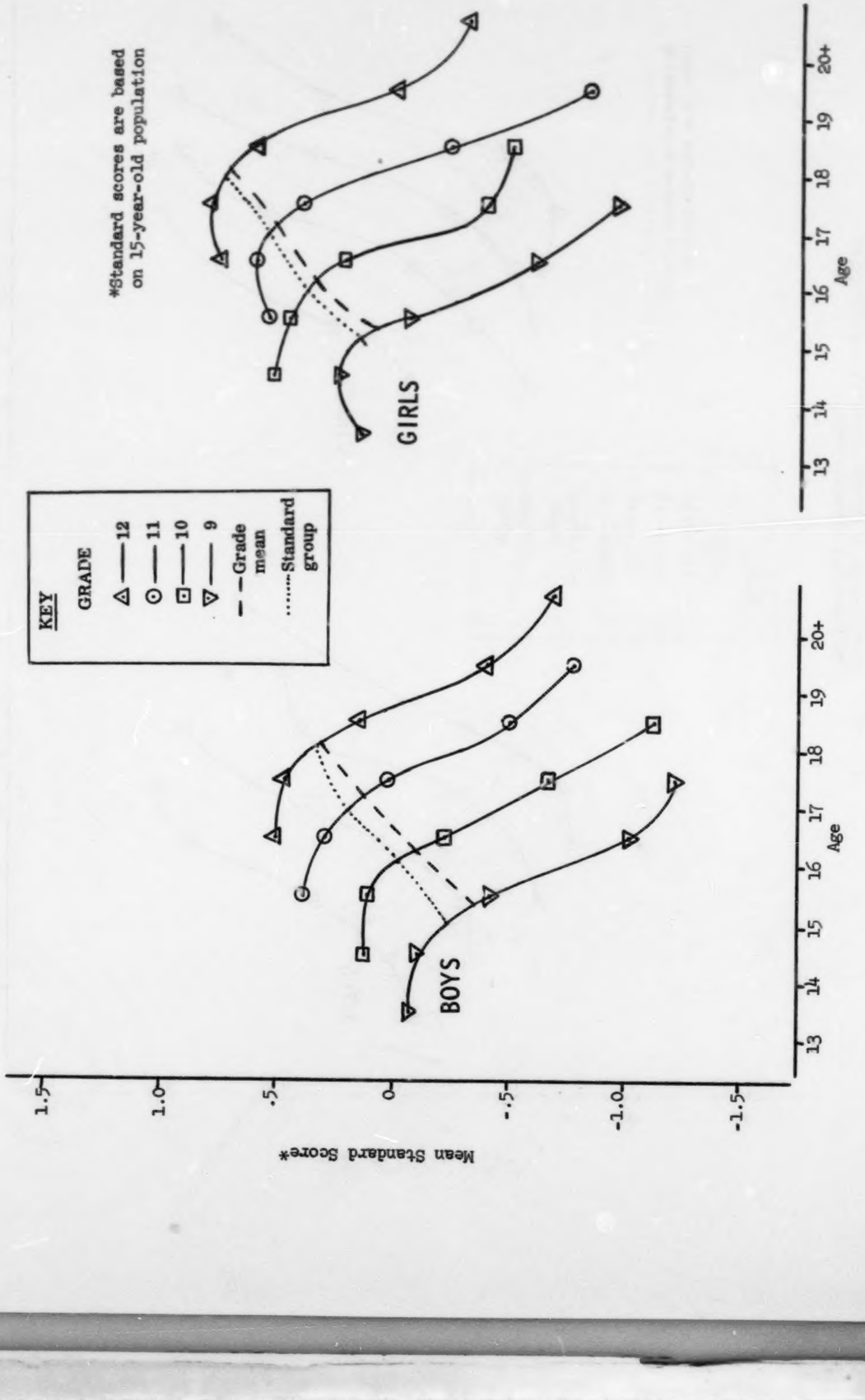
*Standard scores are based on 15-year-old population

Fig. IV-5 Relationship of TALENT scores to Age and Grade
R-190. Information Part I Total



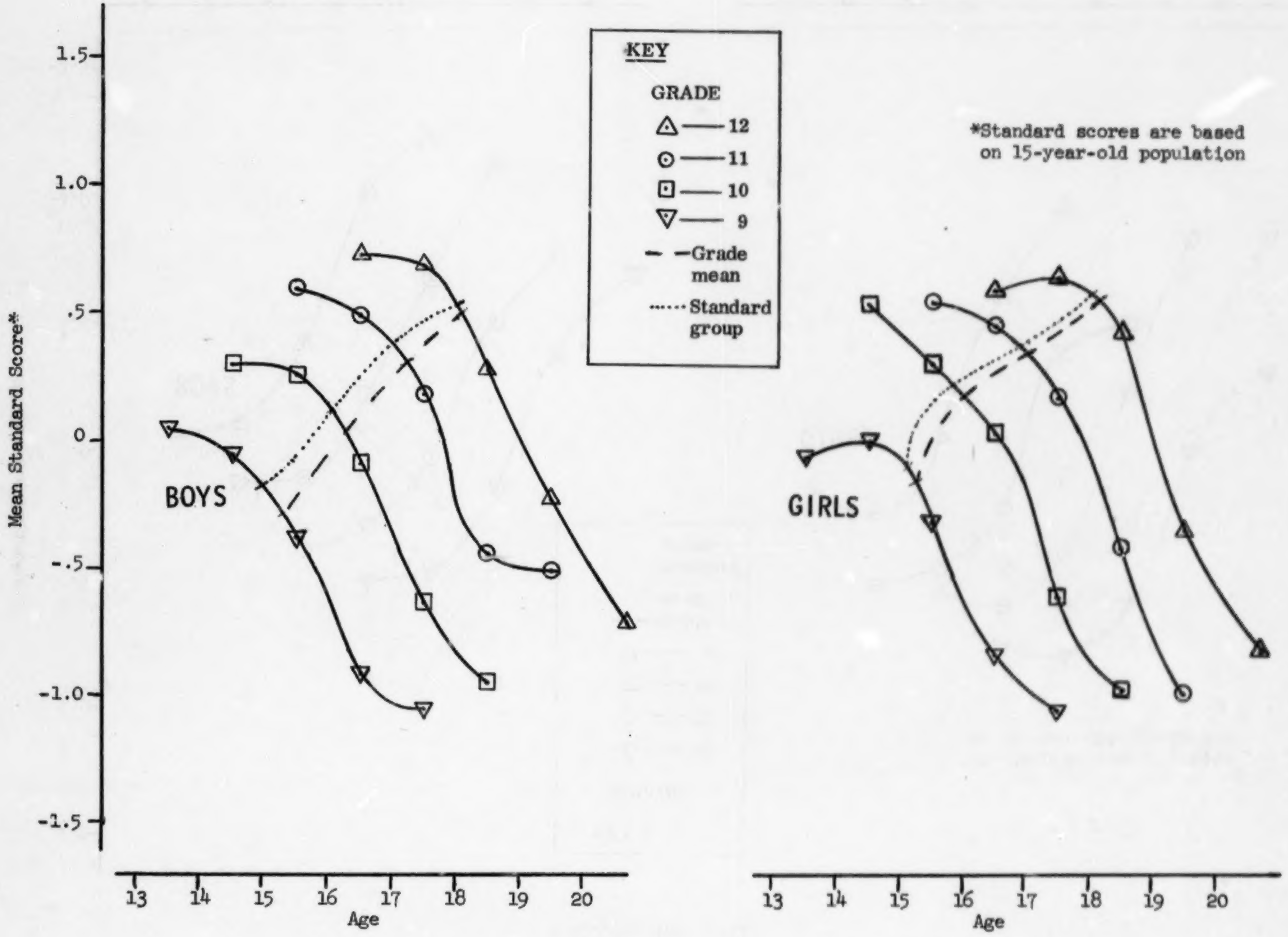
*Standard scores are based on 15-year-old population

Fig. IV-6 Relationship of TALENT scores to Age and Grade
R-230.English Total



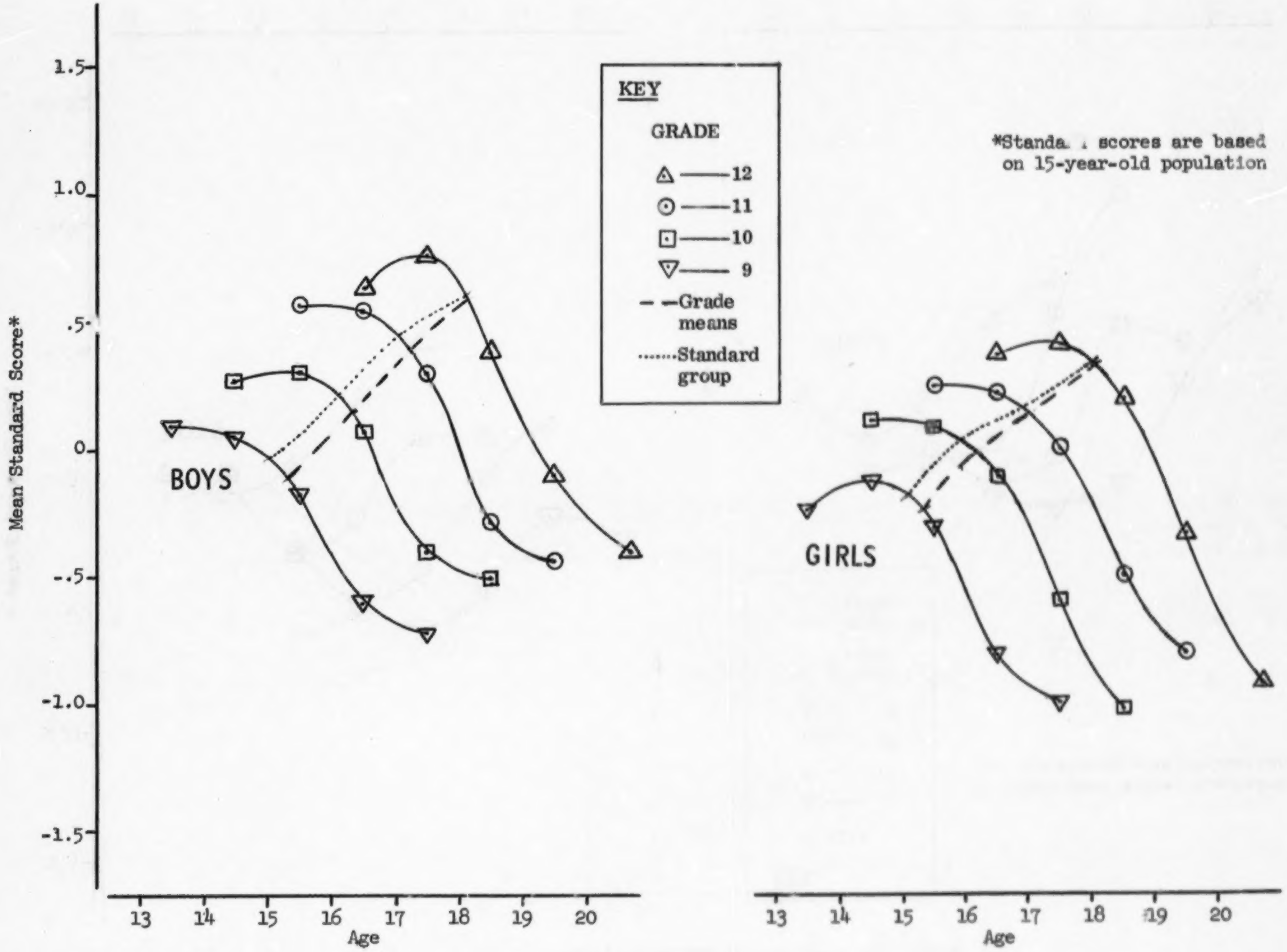
*Standard scores are based on 15-year-old population

Fig. IV-7 Relationship of TALENT scores to Age and Grade
R-250.Reading Comprehension



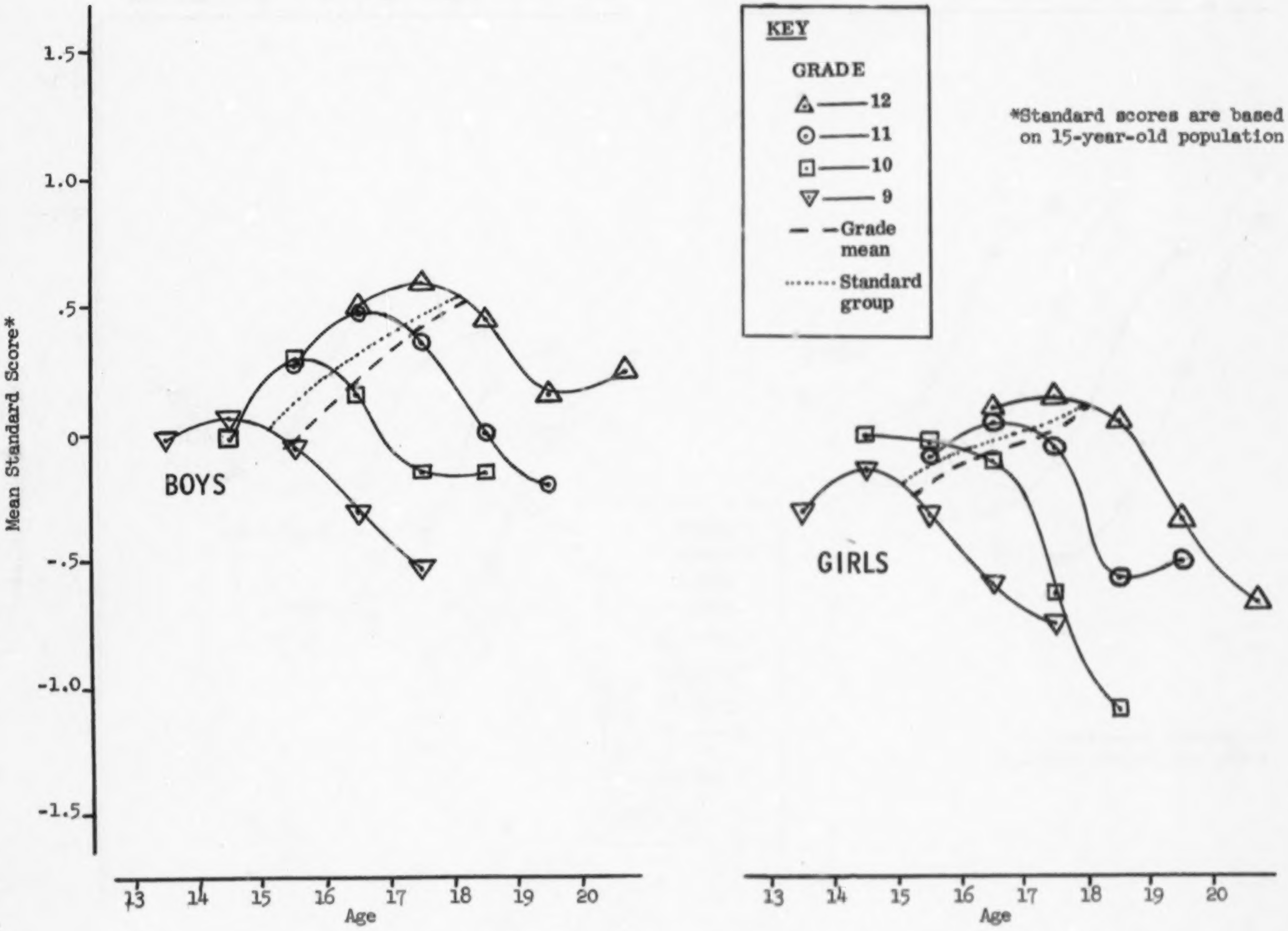
*Standard scores are based on 15-year-old population

Fig. IV-8 Relationship of TALENT scores to Age and Grade
R-260.Creativity



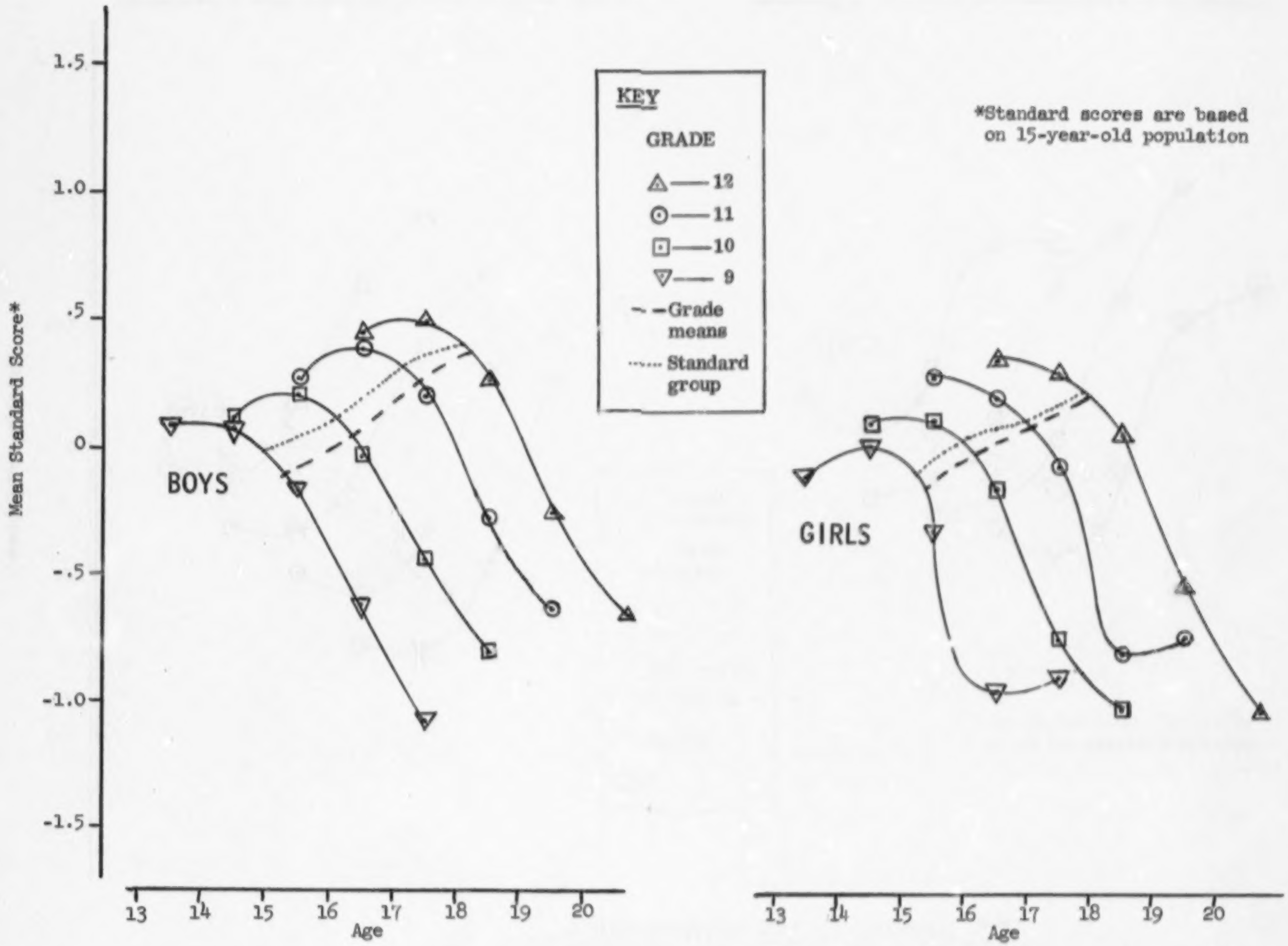
*Standard scores are based
on 15-year-old population

Fig. IV-9 Relationship of TALENT scores to Age and Grade
R-282.Visualization in Three Dimensions



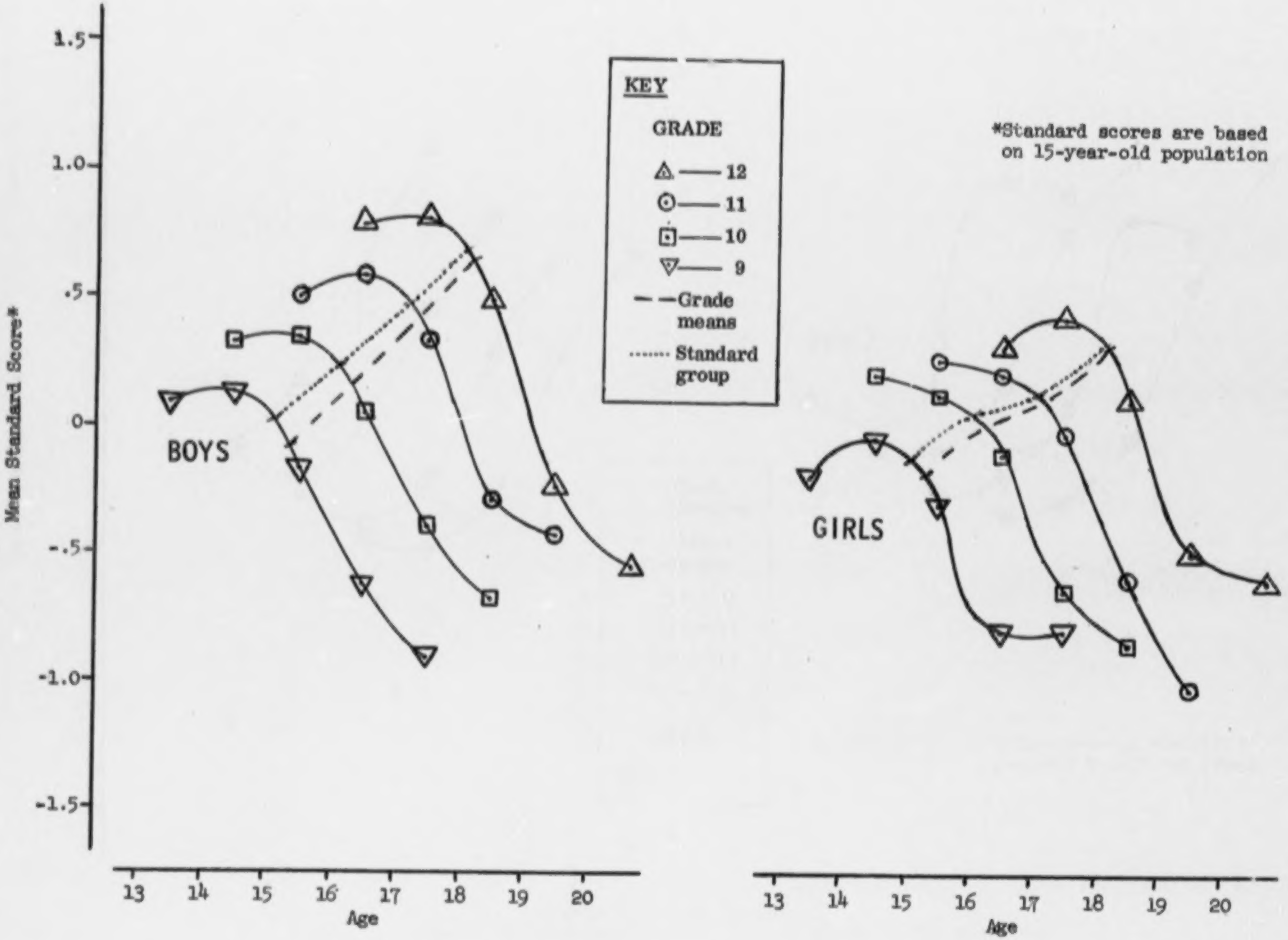
*Standard scores are based on 15-year-old population

Fig. IV-10 Relationship of TALENT scores to Age and Grade
R-290 Abstract Reasoning



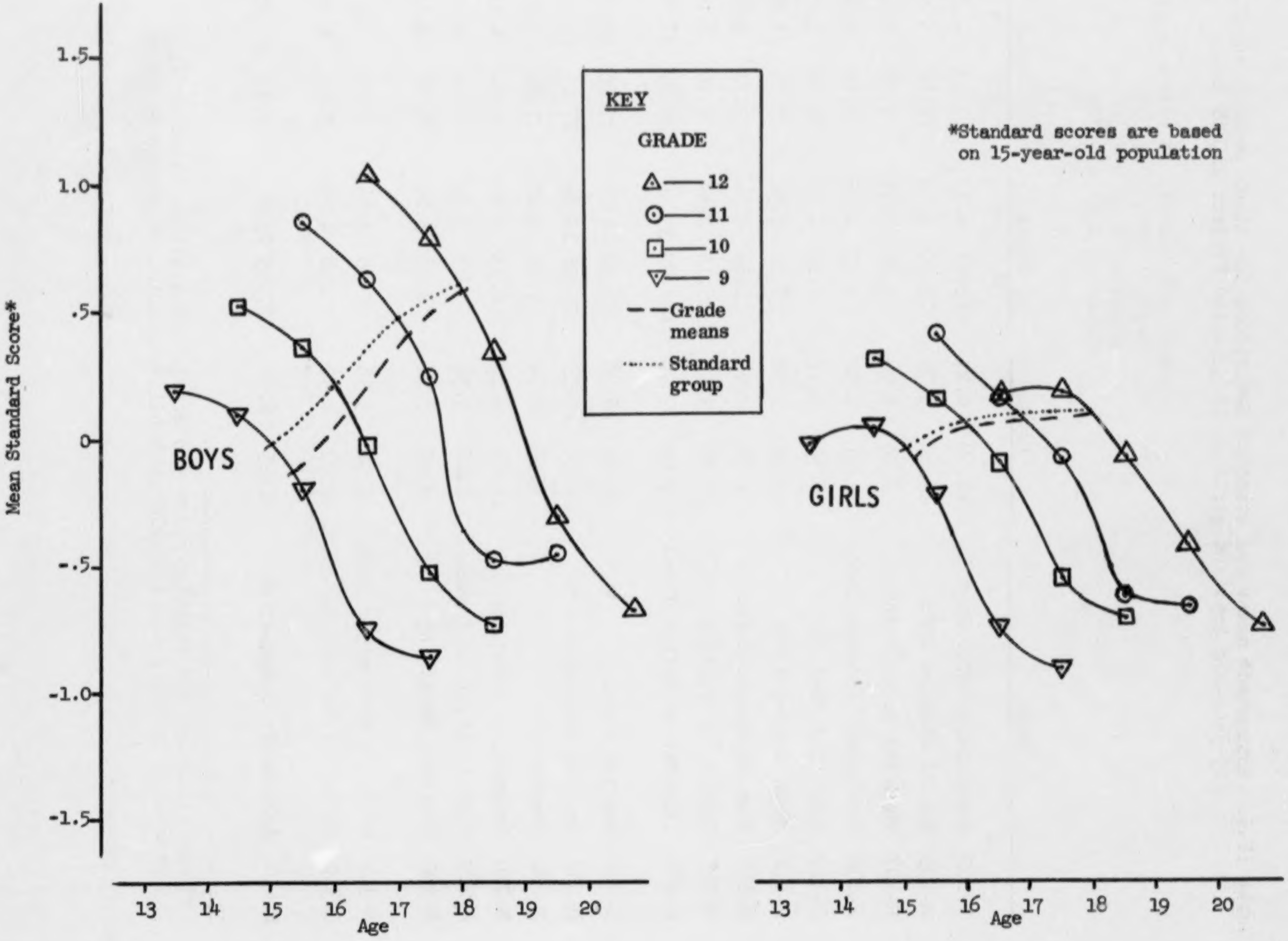
*Standard scores are based on 15-year-old population

Fig. IV-11 Relationship of TALENT scores to Age and Grade R-311, Mathematics Part I. Arithmetic Reas.



*Standard scores are based on 15-year-old population

Fig. IV-12 Relationship of TALENT scores to Age and Grade
R-312.Mathematics Part II. Introductory high school mathematics



*Standard scores are based on 15-year-old population

Table IV-5. Estimated* means and standard deviations for total population of 15-year-old boys and girls on 18 selected Project TALENT tests

Weighted numbers of cases (approx.)
Boys : N = 787,600
Girls : N = 832,100
Total : N =1,619,700

Test		Boys		Girls		Total	
		M	σ	M	σ	M	σ
R-102	Vocabulary Info. Part I	11.68	4.27	10.61	4.17	11.13	4.25
R-105	Social Studies Info.	13.69	5.74	11.99	5.12	12.82	5.50
R-107	Physical Science Info.	8.78	3.98	6.86	3.52	7.79	3.87
R-108	Biological Science Info.	5.91	2.52	5.19	2.35	5.54	2.46
R-111	Elec. Information	8.30	4.17	5.22	2.53	6.72	3.75
R-112	Mech. Information	10.95	3.72	7.10	2.90	8.97	3.84
R-114	Home Economics Info.	7.67	2.98	11.64	3.54	9.71	3.83
R-115	Sports Information	7.33	3.15	5.12	2.44	6.19	3.02
R-190	Information Part I Total	127.05	39.78	113.89	33.40	120.29	37.22
R-230	English Total	74.06	15.98	81.08	14.29	77.66	15.54
R-250	Reading Comprehension	26.26	11.53	27.95	10.69	27.13	11.14
R-260	Creativity	8.15	4.04	7.65	3.67	7.89	3.87
R-270	Mechanical Reasoning	11.64	4.22	8.13	3.50	9.84	4.24
R-282	Visualization in 3 Dim.	8.46	3.38	7.63	3.00	8.03	3.22
R-290	Abstract Reasoning	8.40	3.21	8.28	3.14	8.34	3.18
R-311	Math. I. Arithmetic Reas.	7.78	3.56	7.40	3.45	7.59	3.51
R-312	Math. II. Introd. h.s.math.	9.82	4.59	9.58	4.24	9.70	4.41
F-410	Arithmetic Computation	21.25	26.64	27.35	21.60	24.39	24.37

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*These estimates are weighted means and standard deviations based on all 15-year-olds in the Project TALENT probability sample. Weight D was used.

grades; and these four curves are intersected by a dashed line and a dotted line. The dashed line connects the grade means. Now let us return, for a moment, to the concept of the "standard group", discussed in Section C of this chapter. The dotted line on the graphs represents this standard group. It connects the four "standard group points", one on each grade curve. Each of these four points is located between the points corresponding to the two modal age groups. Each point is closer to the younger of the two modal age groups for the grade than to the older group, and the ratio of the split is supposed to be, at least roughly, three-to-five for boys and three-to-seven for girls in Grade 12. Applying these ratios to the lower grades probably results in a slight underestimate of the actual "standard group" means for these grades, since the lower the grade the more non-standard-group cases the group of students exactly at grade for age contains; and since the non-standard-group cases probably include more students at the low end of the scale (e.g., those who will become dropouts, and those who will lose a year before graduating) than at the high end of the scale (e.g., students who will complete the four years of high school in less than four years). Nevertheless, the ratios of the younger to the older modal age group for the grade (five-to-three for boys and seven-to-three for girls), when applied to the corresponding means, provide estimates of the "standard group" means for the lower grades that are probably useful even though not exact.

In every case the dotted line is systematically above the line connecting the grade means. This probably reflects to some extent the reluctance of many schools to encourage acceleration of the bright students. As a consequence of this policy, the students who are right at grade-for-age are actually a somewhat superior group instead of being average. The data of Table IV-4 and the corresponding graphs tell us, among other things, the old familiar story about differences among the students in a grade being vastly greater than differences among grades. But for most tests, they tell the story even more emphatically by making it clear that differences among different age groups in a grade are far greater than differences among grades. Reading Comprehension, English, and Mathematics Part II are among the tests that differentiate most sharply among different age groups within a grade. It can be seen from Table IV-4 that the general pattern for these three tests is very similar. Figure IV-7 makes it apparent that the difference among Reading Comprehension grade means for boys within a grade is about twice as great as the difference among grades; and for girls about the same situation holds, to perhaps an even greater degree. The typical Grade 12 student who is one year older than his classmates in the "standard group"--in other words the student who is one year behind his age group in regard to grade placement--is reading at the level of a "standard group" student about three years younger than he; and the Grade 12 student who is two years older than his classmates is reading at the level of a standard group student six years younger on the average. (It is necessary to extrapolate the dotted line representing the standard group downward to see this.)

The student who is handicapped in reading is also bound to be handicapped in any efforts he may make to learn academic material. Figure IV-2 shows the relationships for Physical Science Information, and here too the picture is much the same as for Reading Comprehension. The same thing is true for Social Studies Information (a graph for which is not among those presented here).

Perhaps a word of caution should be injected at this point. It must be recognized that these somewhat startling-looking amounts of retardation that have been cited (e.g., six years in Reading Comprehension for students whose grade placement is two years behind that of their contemporaries in the standard group) may be misleading if the reader does not keep firmly in mind the familiar fact, already pointed out, that differences within grade are vastly greater than differences between grades, and also the implication of this fact for psychometric methodology. To be specific, the minimal nature of inter-grade differences in comparison with intra-grade differences means that grade norms and other inter-group norms are rather unsatisfactory devices for evaluating performance. Intra-group norms such as percentiles or standard scores are far more useful and informative.

Why, then, are we devoting time and space to a discussion of degree of retardation in terms of number of years of retardation instead of relative standing within grade, and why will we discuss acceleration in the same terms? The answer is that this approach seems useful as a means of providing some notion of normal growth patterns for different levels of ability. It is certainly not intended to imply, however, that just because Grade 12 students who are 20 years old are reading at the level of 14-year-old boys who are making normal progress, the 20-year-olds should be pushed back to Grade 8 or 9. That would be a ridiculous conclusion, of course, but one which sometimes follows from misunderstanding of grade norms.

Now that the reader has been duly warned to guard against the possibility of misinterpreting the procedure of expressing deviations from the norm as a function of number of years of grade placement let us resume the discussion (cautiously!).

In order to facilitate comparison of the patterns for all tests directly, the mean standard scores shown in Table IV-4 have been summarized for Grade 9 in Table IV-6 and for Grade 12 in Table IV-7.

In all the areas mentioned thus far in the present discussion--Reading Comprehension, English, Mathematics II, Physical Sciences, Social Studies--not only are the older students even further behind in their achievement levels than their grade placement would indicate, but the accelerated students are further advanced in ability and achievement than their grade placement would indicate. Students who are one year accelerated not only read better and know more, on the average, than unaccelerated students of the same age, but they also read better and know more than their one-year-older classmates who

Table IV-6. Age group means* for Grade 9 boys and Grade 9 girls (Subsample 0) on 18 selected Project TALENT tests

Code #	Test	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20+	Tot.	Range**
		Mean Standard Scores*										
	BOYS											
R-102	Vocab.(Info. I)	.65	.09	.15	-.16	-.63	-.88	-.86	-.84	-2.04	-.07	1.03
R-105	Soc. Stud. Info.	.86	.34	.24	-.10	-.63	-.99	-.83	-.58	-1.62	.00	1.33
R-107	Phys. Sci. Info.	.29	.40	.36	.06	-.34	-.67	-.82	-1.09	- .84	.15	1.07
R-108	Biol. Sci. Info.	.86	.00	.09	-.12	-.53	-.63	-.34	-.82	-1.85	-.07	.72
R-111	Elec. Info.	.15	.33	.39	.21	-.04	-.36	-.21	-.30	-1.02	.26	.75
R-112	Mech. Info.	.17	.34	.54	.37	-.01	-.34	-.40	-.36	-1.04	.39	.88
R-114	Home Ec. Info.	-.86	-.56	-.52	-.62	-.88	-.98	-.84	-.96	-1.48	-.61	.46
R-115	Sports Info.	.44	.40	.43	.11	-.42	-.66	-.42	-1.21	-1.57	.19	1.09
R-190	Info. Part I Tot.	.66	.20	.20	-.14	-.68	-1.02	-1.01	-1.08	-2.04	-.05	1.22
R-230	English Total	.60	-.07	-.11	-.42	-1.03	-1.23	-1.17	-1.62	-2.15	-.35	1.16
R-250	Read. Comp.	.69	.05	-.05	-.38	-.92	-1.06	-1.09	-.85	-1.41	-.28	1.11
R-260	Creativity	.86	.10	.05	-.17	-.60	-.72	-.42	-.35	- .87	-.11	.82
R-270	Mech. Reas.	.28	.17	.44	.28	-.06	-.36	.15	-.78	- .67	.30	.80
R-282	Vis. in 3 Dim.	.09	-.02	.07	-.05	-.31	-.53	-.24	-.93	-1.10	-.03	.60
R-290	Abst. Reas.	.30	.09	.08	-.17	-.62	-1.08	-.80	-1.68	-1.98	-.11	1.17
R-311	Math. I.(Ar.Reas.)	1.13	.09	.13	-.17	-.62	-.91	-.56	-1.30	-1.19	-.08	1.04
R-312	Math. II.(Introd.)	.36	.19	.10	-.19	-.75	-.86	-1.04	-1.40	-1.64	-.12	1.05
F-410	Arith. Comput.	.09	-.28	-.04	-.24	-.68	-.87	-1.20	-1.42	-3.11	-.21	.83
N'***		7	96	1719	1323	356	79	6	2	2	3590	
	GIRLS											
R-102	Vocab. (Info. I)	.75	-.32	-.19	-.47	-1.04	-1.22	-1.44	-.74	-	-.34	1.03
R-105	Soc. Stud. Info.	.82	-.22	-.14	-.46	-.97	-1.08	-.98	-.88	-	-.30	.94
R-107	Phys. Sci. Info.	1.00	-.04	-.13	-.32	-.81	-.93	-.73	-.20	-	-.23	.89
R-108	Biol. Sci. Info.	-.49	-.38	-.32	-.42	-.88	-1.20	-.93	-.22	-	-.40	.88
R-111	Elec. Info.	-.55	-.34	-.37	-.45	-.66	-.61	-1.06	-.72	-	-.41	.32
R-112	Mech. Info.	-.86	-.52	-.46	-.59	-.96	-1.05	-1.31	-.77	-	-.54	.59
R-114	Home Ec. Info.	.51	.16	.46	.35	-.26	-.39	-.26	.60	-	.37	.85
R-115	Sports Info.	-.40	-.63	-.42	-.60	-.94	-.98	-.72	-1.06	-	-.51	.56
R-190	Info. Part I Tot.	.38	-.30	-.21	-.48	-1.08	-1.27	-1.30	-.69	-	-.36	1.06
R-230	English Total	.82	.15	.24	-.06	-.61	-.96	-1.42	-.04	-	.09	1.20
R-250	Read. Comp.	1.02	-.06	.00	-.31	-.84	-1.07	-1.58	-.06	-	-.16	1.07
R-260	Creativity	.46	-.23	-.12	-.31	-.81	-.99	-.61	-.23	-	-.23	.87
R-270	Mech. Reas.	-.67	-.48	-.42	-.57	-.95	-1.17	-1.02	-1.61	-	-.51	.75
R-282	Vis. in 3 Dim.	-.53	-.31	-.14	-.32	-.59	-.74	-.98	-.94	-	-.24	.60
R-290	Abst. Reas.	.31	-.10	.02	-.32	-.95	-.89	-.77	.21	-	-.15	.97
R-311	Math. I.(Ar.Reas.)	-.07	-.19	-.04	-.31	-.80	-.80	-.77	-1.59	-	-.18	.76
R-312	Math. II.(Introd.)	-.08	-.02	.05	-.22	-.74	-.91	-1.13	-.16	-	-.09	.96
F-410	Arith. Comput.	.03	-.06	.18	-.03	-.58	-.85	-.82	-.18	-	.05	1.03
N'***		3	131	2110	1141	177	36	6	1	0	3605	

*These means, which are extracted from Table IV-4, are based on weighted cases. School Weight A was used. The means are expressed as standard scores based on the total population of 15-year-olds.

**Range of Standard Score Means (for ages 13-17)

***N' is the same as in Table IV-4

Table IV-7. Age group means* for Grade 12 boys and Grade 12 girls (Subsample 0) on 18 selected Project TALENT tests

Code #	Test	Mean Standard Scores* Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20+	Tot.	Range**
					BOYS							
R-102	Vocab. (Info. I)	2.08	-	-	-0.09	0.88	0.84	0.47	-0.03	-0.46	0.67	1.34
R-105	Soc. Stud. Info.	1.49	-	-	0.47	0.88	0.85	0.52	0.08	-0.45	0.70	1.33
R-107	Phys. Sci. Info.	2.38	-	-	-0.33	0.94	0.83	0.48	-0.07	-0.48	0.67	1.42
R-108	Biol. Sci. Info.	1.81	-	-	1.00	0.43	0.61	0.41	0.01	0.00	0.51	.61
R-111	Elec. Info.	2.21	-	-	0.44	1.09	1.13	0.90	0.47	-0.11	1.01	1.24
R-112	Mech. Info.	1.83	-	-	1.31	1.14	1.29	1.13	0.77	0.39	1.20	.90
R-114	Home Ec. Info.	1.12	-	-	-0.64	-0.14	-0.06	-0.22	-0.43	-0.63	-0.13	.57
R-115	Sports Info.	2.59	-	-	0.68	1.07	1.00	0.70	0.23	-0.12	0.86	1.19
R-190	Info. Part I Tot.	2.53	-	-	0.25	1.09	1.07	0.67	0.06	-0.43	0.89	1.52
R-230	English Total	0.60	-	-	0.00	0.50	0.46	0.15	-0.40	-0.69	0.31	1.19
R-250	Read. Comp.	1.56	-	-	0.46	0.72	0.68	0.27	-0.23	-0.72	0.50	1.44
R-260	Creativity	1.84	-	-	-0.65	0.63	0.76	0.38	-0.10	-0.40	0.59	1.16
R-270	Mech. Reas.	0.98	-	-	0.07	0.82	0.92	0.77	0.28	0.37	0.84	.64
R-282	Vis. in 3 Dim.	2.17	-	-	-0.17	0.50	0.59	0.45	0.16	0.24	0.52	.43
R-290	Abst. Reas.	1.78	-	-	-1.17	0.44	0.49	0.26	-0.26	-0.66	0.37	1.15
R-311	Math. I. (Ar. Reas.)	1.83	-	-	0.08	0.78	0.80	0.48	-0.24	-0.56	0.64	1.36
R-312	Math. II. (Introd.)	2.79	-	-	0.18	1.03	0.77	0.33	-0.31	-0.68	0.58	1.71
F-410	Arith. Comput.	1.67	-	-	-0.05	0.41	0.43	0.16	-0.18	-0.49	0.31	.92
N'***		1	0	0	2	88	1688	868	136	24	2807	
					GIRLS							
R-102	Vocab. (Info. I)	-	0.91	-0.03	0.64	0.34	0.45	0.22	-0.75	-0.78	0.36	1.23
R-105	Soc. Stud. Info.	-	0.03	1.13	0.68	0.36	0.40	0.21	-0.53	-0.77	0.33	1.17
R-107	Phys. Sci. Info.	-	0.83	0.05	0.38	-0.19	-0.07	-0.26	-0.87	-1.11	-0.14	1.04
R-108	Biol. Sci. Info.	-	1.00	0.59	0.22	0.05	0.16	0.09	-0.44	-0.59	0.12	.75
R-111	Elec. Info.	-	1.14	0.87	-0.64	-0.22	-0.22	-0.29	-0.60	-0.60	-0.25	.38
R-112	Mech. Info.	-	0.27	-0.51	-0.64	-0.21	-0.04	-0.13	-0.43	-0.57	-0.08	.53
R-114	Home Ec. Info.	-	1.38	1.38	0.18	0.83	1.10	0.94	0.55	0.41	1.03	.69
R-115	Sports Info.	-	0.60	-0.40	-0.09	-0.20	-0.02	-0.15	-0.73	-1.16	-0.08	1.14
R-190	Info. Part I Tot.	-	0.92	0.38	0.39	0.26	0.40	0.19	-0.63	-0.86	0.31	1.26
R-230	English Total	-	-0.04	0.28	0.98	0.76	0.79	0.60	0.00	-0.31	0.72	1.10
R-250	Read. Comp.	-	0.66	0.84	1.10	0.58	0.63	0.42	-0.35	-0.83	0.55	1.46
R-260	Creativity	-	0.80	-1.01	0.24	0.37	0.41	0.20	-0.33	-0.92	0.33	1.33
R-270	Mech. Reas.	-	1.45	-0.67	-0.33	-0.19	-0.22	-0.34	-0.75	-0.91	-0.26	.72
R-282	Vis. in 3 Dim.	-	1.23	0.30	0.24	0.11	0.14	0.05	-0.33	-0.67	0.11	.81
R-290	Abst. Reas.	-	0.84	0.84	0.70	0.35	0.30	0.07	-0.53	-1.03	0.22	1.38
R-311	Math. I. (Ar. Reas.)	-	-0.17	-0.45	1.07	0.31	0.42	0.11	-0.49	-0.61	0.32	1.03
R-312	Math. II. (Introd.)	-	-0.84	-0.38	0.81	0.17	0.18	-0.07	-0.42	-0.74	0.10	.92
F-410	Arith. Comput.	-	****	-0.39	0.70	0.42	0.45	0.29	-0.24	-0.22	0.39	.69
N'***		0	1	1	5	116	1923	692	68	9	2815	

*These means, which are extracted from Table IV-4, are based on weighted cases. School Weight A was used. The means are expressed as standard scores based on the total population of 15-year-olds.

**Range of Standard Score Means (for ages 16 to 20+)

***N' is the same as in Table IV-4

****Data not available

constitute the standard group. As a matter of fact, in these terms the student who is one year ahead of his age group in regard to grade placement is about two years ahead of them in regard to reading ability, achievement in English and high school mathematics, and information in academic areas such as physical science and social studies.

But, interestingly enough, this pattern breaks down on some of the tests. It begins to break down on Abstract Reasoning, which is shown in Figure IV-10, and on Arithmetic Reasoning (Figure IV-11). For these tests students who are one year accelerated tend to get raw scores that are hardly higher, or not higher at all, than those achieved by their classmates who are in the "standard group" of students at grade-for-age. The accelerated students do better than unaccelerated students of their own age but no better than unaccelerated students a year older than they, and in some cases they actually do slightly worse. Whatever the factors that result in a student's becoming accelerated, they are apparently more closely associated with superior skill in reading than with superior ability in arithmetic reasoning or abstract reasoning. Or looked at another way, perhaps the failure of the accelerated group as a whole to do as much better than their classmates in abstract reasoning and arithmetic reasoning as in reading comprehension is primarily the effect of acceleration. Conceivably growth in the kinds of mental skills involved in abstract reasoning and arithmetic reasoning is considerably more dependent on maturation of ability than on scholastic experience, at least in the age range involved here (early teens). Thus the fact that the accelerated students have lived a year less than their unaccelerated classmates, and therefore have had a year less for these skills to mature, is predominant over the fact that they are being exposed to scholastic experiences at a higher grade level than most of their contemporaries. Skill in reading, on the other hand, is of course very much dependent upon the availability of the opportunity to read widely and extensively in a great many areas, and interest in taking advantage of that opportunity. In other words, it is quite dependent on practice and experience in reading. Insofar as students who are a year accelerated are those who have tended to do more reading, whether as a result of this acceleration or as an underlying factor leading to it, they may thus have somewhat better achievement in reading than would be expected solely on the basis of their scores on Abstract Reasoning. This is sometimes referred to as "over-achievement in reading comprehension" (over-achievement in relationship to abstract reasoning).

This so-called "over-achievement" in reading is of particular interest because it appears to fit in neatly with one of the previous findings of Project TALENT, to the effect that students in vocational high schools tend to "under-achieve" in Reading Comprehension in comparison with their Abstract Reasoning scores. This finding has been interpreted to indicate that the vocational students are "under-achieving" because they are getting too little formal instruction in English and too little experience in coping with the printed word. Our present data, dealing with the joint relationship of age and grade to performance, is the opposite side of this same coin. Here, apparently, we see a situation where the accelerated students, unlike the vocational students, are "over-achieving" in reading comprehension because they are getting extra experiences and extra emphasis in this area. Whether the extra experiences are part of the formal scholastic program or whether they are obtained outside of school is somewhat immaterial to the interpretation. The effects are the same either way. In any event, the fact that these accelerated students perform better in reading, English, and high school mathematics than their unaccelerated classmates, even though they do not score markedly higher in abilities such as abstract reasoning, growth in which depends more on maturation than on formal training, may be regarded as strong evidence that school performance does not suffer as a result of moderate acceleration of better-than-average students.

Other tests on which accelerated students tend to score only slightly higher than their unaccelerated classmates are Creativity and Electrical and Electronics Information. And then there are a handful of tests in which there is an actual and sizable reversal of the accelerated students' superiority over their unaccelerated classmates. Visualization in Three Dimensions falls in this category, and Mechanical Reasoning and Mechanical Information are perhaps even more spectacular instances of it. Also in this category in which the accelerated students do not sparkle especially brightly are specialized areas of information such as Home Economics, and Sports Information (especially in the case of girls).

Let us recognize, however, that even though the accelerated students are not as good as their classmates in the standard group in these areas the converse is not true, that the over-age students are better informed or have better aptitudes in these particular areas. Just as the over-age students are very much below average in academic skills, they are also substantially below average in mechanical information and mechanical reasoning. The men who can repair automobiles satisfactorily, and keep the jets flying, are not likely to come from the over-age group.

On Visualization in Three Dimensions*, however, the very over-age students make a better showing, relatively, than on most of the other tests. Evidently students are not accelerated merely because they are superior in three-dimensional visualization, and they do not fall behind merely because they are poor in it. Spatial visualization is apparently a skill which is very much dependent on maturation and hardly at all dependent on formal scholastic instruction.

The range columns of Tables IV-6 and IV-7 are worth particular attention. The tests where the range of standard score means for age groups is smallest within a single grade are those on aptitudes and abilities that we have already pointed out have very little association with success in school. Visualization in Three Dimensions, it will be noted, falls in this category.

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*Table IV-4, Section N.

F. Summary and Conclusions

1. Hypothetical and actual relation of grade to age.

In our sample of 15-year-olds (i.e., students who had reached their fifteenth birthday but not their sixteenth by March 1 of the year in which they were tested), students who started Grade 1 at the usual age and have progressed at the normal rate should be in either Grade 9 or Grade 10, depending on the exact month of birth and the age at which they became eligible to enter Grade 1, in the area where they were living at the time. Presumably, if all students progressed normally in school and there were no dropouts, the ratio of students in the higher of the two modal grades (e.g., Grade 10) to students in the lower one (e.g., Grade 9) for a single age group (e.g., age 15) would be somewhere in the vicinity of two-to-one after correction for the effects of differential birth rates in different months. Likewise, under these same hypothetical conditions the ratio of students in the younger of the two modal age groups within a grade to the older would be roughly two-to-one. For instance, the ratio of 14-year-olds to 15-year-olds in the ninth grade, the ratio of 15-year-olds to 16-year-olds in Grade 10, the ratio of 13-year-olds to 14-year-olds in Grade 8, etc., would be about two-to-one.

Departures from this simple hypothetical situation are of course the normal state of affairs. These departures are due in part to differential birth rates in different months and in different years. But much more significant from the viewpoint of educational policies and practices, they are due to dropout (a problem of major scope), acceleration, entrance into the first grade substantially before the sixth birthday, and retardation. Since policies of 100 per cent promotion and grade placement strictly on the basis of age are not universal practices, universally applied without exception, there are some students (their number is unknown at present) who require more than 12 years to complete Grades 1-12, and some other students (undoubtedly a far smaller number, although their exact count, too, is unknown) who are permitted to complete Grades 1-12 in less than 12 years, or to get a head start through admission to Grade 1 at age five.

The effects of these widely variable factors--dropout, scholastic retardation, early admission, and scholastic acceleration--on age-grade interrelationships are quite complex. The age-grade distribution resulting from this complex interaction has been shown in Table IV-2. Table IV-3 shows the corresponding percentage distribution that would result if the effects of differential birth rate were eliminated. It appears from these tables that the great majority of the departures from normal grade placement with respect to age are in the direction of retardation, rather than in the direction of acceleration or early admission. While the picture is not quite clear because of the fact that some students of a particular age belong in one grade and some in another (on account of different months of birth), the data suggest that at the Grade 9 level there is well over three times as much retardation as acceleration, but that by Grade 12 the number of retarded students has been so greatly reduced (presumably by dropout) that it is almost down to the number of accelerated students. A very substantial part of the dropout seems not to occur until after the student has passed his seventeenth birthday.

We can carry the analysis one step further by classifying the students in terms of their own patterns of grade-to-grade progression in relation to their aptitude and achievement levels. This approach is applied in the next section (Section 2, below), in which the interrelationships of age-grade patterns and aptitude-and-achievement patterns are discussed briefly.

2. Interaction of age-grade patterns and performance patterns.

Very detailed information about the interrelations of age, grade, and test performance are presented in this chapter primarily in Tables IV-4, IV-6, and IV-7, and in Figures IV-1 through IV-12, and are not repeated here. The primary purpose of the discussion below is to summarize briefly a few salient points. For this purpose, the high school population can be thought of in terms of five segments:

First: the accelerated students, who tend to be superior to their classmates in academic skills, in achievement in school subjects, and in most kinds of information; but much less so or even not at all, in non-school-related aptitudes such as visualization in three dimensions, and in certain specialized non-academic areas of information such as mechanics. There is some evidence, primarily in the far greater superiority of these students in certain school-related subjects such as reading and English and high school mathematics than in intellectual skills such as abstract reasoning which are not directly related to the high school curriculum, that the superiority of the students is at least partly a result of their acceleration and not entirely a cause.

Second: the students who are at the normal grade for their age, particularly those of them who are likely to continue to be at grade-for-age until they graduate. They will constitute a useful normative group--particularly when follow-up data become available on them.

Third: students who are potential dropouts primarily because they are about one year behind their age group in regard to grade placement. While some members of this group resemble those in the fourth group, described below, many of them are qualitatively more like those in the second group, mentioned in the paragraph above, and are not in that group primarily because they are victims of circumstance. The circumstance that has victimized some of these members of "Group 3" is a date of birth just a month or two too late to qualify them to enter the first grade when they are nearly six years old. Contributing to this "victimization" is the circumstance that they live in a jurisdiction where the date of birth that has been decided by law, ordinance, or local school regulation to qualify a child for admission to the first grade is so early and so rigidly enforced that many children who were born exactly the same day as these boys and girls we are now discussing, but who live in a different area, start the first grade one full year earlier. Boys and girls who do not start the first grade until they are nearly seven, and then are lock-stepped in a rigid one-year-at-a-time progression regardless of their ability, are nearly 18 before they become eligible to enter Grade 12. A substantial proportion of them therefore feel under considerable pressure to get out of school, even without a diploma, and to do some of the things they become eligible to do at age 18--e.g., get a job; join the Army; get married. Thus, this group contributes too many boys and girls to the unfortunately large group of young people who are capable of graduating from high school but do not. Doing something about the situation of these boys and girls to enable them to earn their high school diplomas without having to stay in high school until they are about 19 could help to reduce the dropout rate and alleviate the dropout problem.

Fourth: the students who are from one-and-a-half to about three years behind their age group in regard to grade placement. The myth that while boys in this category may not be good in academic skills they are really better than average in electronic and mechanical aptitude seems clearly to be just a myth--at least as a generalization applying to this group as a whole--though there may be and probably are a few individual exceptions. This group has a very high dropout rate.

Fifth: the students who are more than three years behind their age group in regard to grade placement, but who nevertheless stay in school. Members of this group almost certainly have some special merits in terms of persistence--and there is some hint in the data, though nothing conclusive on this preliminary analysis, that they may be superior in basic ability to the potential dropouts who are only moderately over-age for their grade. It seems probable, although we do not have any real evidence on this point as yet, that many of these very much over-age students are ex-dropouts who have returned to school after having been out for a couple of years.

Chapter V. THE FIFTEEN-YEAR-OLDS

A. Introduction

In Chapter III, characteristics of that comparative rarity among dropouts, the 15-year-old dropout, were discussed. In Chapter IV, the 15-year-old still in school was placed against a background of students in various age-and-grade categories (with particular emphasis on the high school grades). The present chapter has as its function to present and interpret data based on all the 15-year-olds in the study (or on a probability sample of them), against the backdrop provided by Chapters III and IV. Chapter V, thus, is intended to tell us something about the characteristics of a very varied group of boys and girls, constituting an across-the-board sample of 15-year-olds. Membership in the population represented by this sample is delimited by only two requirements; its members ar 15 years old and resident in the United States. These data, then, are largely of a census type, designed chiefly to throw some light on what aptitudes and abilities, both individually and in combination, are available among the total group of Americans born in a given twelve-month period (March 1944 through February 1945).

The composition (in terms of grade and sex) of the sample of 15-year-olds on which the data presented in this chapter are based is summarized in Table V-1. It should be observed that by far the largest group of 15-year-olds are those in Grade 10. Grade 9 provides the next largest group. Boys and girls who enter Grade 1 at the normal age (about six) and make normal progress would normally be in Grade 9 or 10 (mostly the latter) on the March 1 when they are 15 years old. Which of the two modal grades they would be in would depend, of course, on their exact date of birth, and on local regulations concerning the exact age at which children become eligible for admission to Grade 1.

The group below Grade 9 consists mostly of Grade 8 students, although there are a few who are in Grade 6, or even lower.

B. Intercorrelations Among Test Scores

Intercorrelations among 111 Project TALENT score variables are presented in Tables V-2 to V-4 inclusive. These intercorrelations are based

Table V-1 Composition of Project TALENT Sample of 15-Year-Olds
Cases With Complete Data*

	No. of Cases in Sample			Corresponding Weighted**** No. of Cases (approx.)		
Grade	Boys	Girls	Total	Boys	Girls	Total
12	36**	34**	70**	600	600	1,200
11	911**	1,242**	2,153**	16,300	22,900	39,200
10	19,924**	24,517**	44,441**	418,500	507,800	926,300
9	13,724**	12,591**	26,315**	292,600	265,800	558,400
8	217	120	337	45,100	26,300	71,400
7	37	26	63	7,900	5,200	13,100
6 or below	10	2	12	2,100	400	2,500
Not in School	4	6	10***	800	1,300	2,100
Subtotal	34,863	38,538	73,401	783,900	830,300	1,614,200
Grade Unknown	15	9	24	3,700#	1,800#	5,500#
Total	34,878	38,547	73,425	787,600	832,100	1,619,700

*These are the cases for which the "master tape file" (complete cases only, at present) has been completed.

**A representative 10 per cent sample of these Grade 9-12 15-year-olds was used, together with the entire special sample of non-high-school 15-year-olds, in the correlations, means, and standard deviations presented in Tables V-2 to V-5 inclusive; these correlations, means, and standard deviations are based on unweighted cases (complete cases, only). The 10 per cent sample of Grade 9-12 15-year-olds consisted of all those with "3" as the terminal digit of the six-digit testing number.

***This number does not agree exactly with the corresponding number in Table II-3, because of anomalies in the computer processing.

****Weight D was used. For a description of this weight, see Chapter II, Section C.

#Estimated.

Table V-2

Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Boys

Table V-2a. 15-year-old boys in high school (10% Subsample. N=3373)

Var*	Var	Code	Description		Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism	Foreign Travel 24	Military 25	Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28
	1		Grade	1																												
	2		Sex (1=M, 2=F)	2			203	306	346	255	282	338	194	304	276	165	151	196	176	203	260	256	243	296	206	189	226	236	169	253	239	267
1	3	R-101	Info I: Screening	3	203			459	398	369	503	325	381	389	394	309	313	436	419	368	421	379	362	411	382	237	279	301	232	340	462	281
2	4	R-102	" Vocab I	4	306		459		713	631	721	668	692	649	596	624	595	601	532	474	562	640	590	633	576	460	552	568	463	562	527	412
3	5	R-103	" Literature	5	346		398	713		651	706	641	590	573	516	556	443	621	395	391	512	655	559	568	418	477	546	588	484	539	474	388
4	6	R-104	" Music	6	255		369	631	651		608	576	534	459	463	491	442	386	336	405	474	595	483	506	396	432	513	515	405	487	432	344
5	7	R-105	" Soc.Studies	7	282		503	721	706	608		630	655	615	551	562	492	499	480	441	584	614	583	606	471	458	535	602	481	549	512	378
6	8	R-106	" Math	8	338		325	668	641	576	630		651	549	508	535	542	438	372	403	492	537	515	535	423	431	476	496	402	506	408	402
7	9	R-107	" Phys. Sci	9	194		381	692	590	534	655	651		635	511	615	671	534	466	420	424	539	503	557	464	381	435	505	389	466	420	340
8	10	R-108	" Bio. Sci	10	304		389	649	573	459	615	549	635		495	543	513	530	508	438	411	501	479	561	451	386	417	473	362	438	412	324
9	11	R-109	" Sci Attitude	11	276		394	596	516	463	551	508	511	495		439	418	450	411	373	461	483	475	484	393	342	411	418	315	449	432	300
10	12	R-110	" Aero & Space	12	165		309	624	556	491	562	535	615	543	439		595	516	376	362	389	497	480	465	430	383	430	428	403	432	382	293
11	13	R-111	" Elec & Electron	13	151		313	595	443	442	492	542	671	513	418	595		610	405	400	298	432	442	436	451	308	361	388	293	407	364	282
12	14	R-112	" Mechanical	14	196		430	601	421	386	499	438	534	530	458	516	610		550	444	374	407	424	465	478	296	355	369	289	405	420	304
13	15	R-113	" Farming	15	176		419	532	395	336	480	372	466	508	411	376	405	550		410	362	354	401	430	403	274	313	315	258	352	340	280
14	16	R-114	" Home Ec	16	203		368	474	391	405	441	403	420	438	373	362	400	444	410		321	380	358	426	348	280	336	314	238	364	366	296
15	17	R-115	" Sports	17	260		421	562	512	474	584	492	424	411	461	389	298	374	362	321		466	455	446	339	333	455	417	401	426	426	319
	18	R-131	Info II: Art	18	256		379	640	655	595	614	537	539	561	483	497	432	407	359	380	466		545	570	456	463	522	567	438	522	508	378
	19	R-132	" Law	19	243		362	590	559	483	583	515	503	479	475	480	442	424	401	358	455	545		536	446	387	490	476	409	523	485	368
	20	R-133	" Health	20	296		411	633	568	506	606	535	557	561	484	465	436	465	430	426	446	570	536		475	397	475	487	372	506	521	388
	21	R-134	" Engineering	21	206		382	526	418	396	471	423	464	451	393	430	451	478	403	348	339	456	446	475		319	379	382	330	405	456	312
	22	R-135	" Architecture	22	189		237	460	477	432	458	431	381	386	342	363	308	296	274	280	333	463	387	397	319		361	408	360	371	322	280
	23	R-136	" Journalism	23	226		279	552	546	513	535	476	435	417	411	430	361	355	313	336	455	522	490	475	379	361		444	392	479	415	355
	24	R-137	" Foreign Travel	24	236		301	568	588	515	602	496	505	475	418	428	388	369	315	314	417	567	476	487	382	408	444		411	457	436	316
	25	R-138	" Military	25	169		232	463	484	405	481	402	389	362	315	403	293	289	256	238	401	438	409	372	330	360	392	411		392	332	276
	26	R-139	" Acct,Bus,Sales	26	253		340	562	539	487	549	506	466	438	449	432	407	405	352	364	426	522	523	506	405	371	479	457	392		460	355
	27	R-140	" Pract.Knowl.	27	239		462	527	474	432	512	408	420	412	432	382	364	420	340	366	426	508	485	521	456	322	415	436	332	460		348
	28	R-141	" Clerical	28	267		281	412	388	344	378	402	340	324	300	293	282	304	280	296	319	378	368	388	312	280	355	316	276	355	348	
	29	R-142	" Bible	29	200		334	563	572	469	572	486	481	467	436	416	372	347	365	333	386	494	480	478	375	372	427	456	399	428	422	320
	30	R-143	" Colors	30	082		152	267	254	252	235	254	246	212	195	199	216	191	199	179	168	260	220	237	180	200	196	237	168	214	190	156
	31	R-144	" Etiquette	31	154		190	296	265	290	273	307	256	214	259	211	209	195	184	185	254	263	242	253	217	208	233	230	208	244	215	193
	32	R-145	" Hunting	32	039		192	214	108	073	184	106	192	279	184	181	199	333	358	156	123	120	177	187	228	109	082	149	120	140	187	090
	33	R-146	" Fishing	33	081		214	266	205	179	212	185	239	288	210	246	230	362	300	239	197	227	244	262	265	166	164	160	156	213	246	181
	34	R-147	" Outdr Act(Other)	34	226		428	595	507	443	544	492	522	514	469	470	449	496	447	404	456	518	496	542	475	365	426	450	355	468	526	361
	35	R-148	" Photography	35	191		295	451	393	368	415	388	370	356	352	355	348	337	283	281	324	422	369	428	369	283	368	350	258	352	377	291
	36	R-149	" Games	36	199		316	458	454	416	443	451	411	358	362	336	327	285	239	304	397	426	346	411	360	297	355	361	315	376	404	310
	37	R-150	" Theater,ballet	37	268		350	602	599	560	548	508	451	446	447	452	377	386	335	356	450	601	537	536	407	390	520	507	408	534	475	374
	38	R-151	" Foods	38	142		144	172	391	382	320	346	286	256	242	279	263	220	148	261	267	353	283	302	236	261	292	328	285	323	256	218
	39	R-152	" Miscellaneous	39	258		391	602	580	526	588	538	533	478	450	476	440	410	365	385	456	561	513	546	436	416	471	500	422	481	483	366
	40	R-162	" Vocabulary II	40	290		401	713	667	589	669	595	590	520	529	524	489	494	445	446	507	671	629	650	518	443	632	561	451	657	565	406
	41	R-172	Vocab Tot. (I & II)	41	323		470	960	740	661	754	689	703	666	614	631	597	603	537	498	582	700	649	690	562	488	625	608	493	641	581	440
16	42	R-190	Info I Total	42	337		553	880	799	724	867	791	819	756	674	723	723	709	620	594	645	693	656	691	580	509	596	631	506	621	578	455
	43	R-19[illegible]	Info II Total	43	329		501	800	764	677	771	690	680	660	615	625	559	570	524	507	596	790	719	760	633	577	655	687	590	708	674	520
	44	R-100	Info Total (I & II)	44	344		550	877	810	728	866	778	793	743	672	709	688	680	603	580	646	747	704	735	615	567	634	669	550	670	628	491
17	45	R-211	Memory for Sentences	45	095		149	213	164	132	181	176	183	175	187	155	131	183	194	163	156	170	198	198	156	116	141	179	164	172	176	136
18	46	R-212	Memory for Words	46	180		208	388	383	336	370	416	351	298	292	253	214	219	228	215	312	336	323	331	244	261	276	300	247	292	273	245
19	47	R-220	Disguised Words	47	264		328	554	532	509	474	494	438	466	412	369	335	352	305	303	411	507	425	457	361	345	420	447	318	400	393	339
20	48	R-231	English: Spelling	48	265		350	485	472	423	468	475	388	353	327	270	255	276	305	255	419	405	369	432	303	303	387	391	288	351	342	343
21	49	R-232	" Capitalization	49	209		354	393	362	302	398	356	350	321	331	267	263	320	300	240	341	342	319	360	289	219	294	296	207	304	341	247
22	50	R-233	" Punctuation	50	285		358	582	540	477	565	601	511	456	460	396	387	367	353	327	430	470	468	492	373	349	424	430	320	425	494	355
23	51	R-234	" Usage	51	241		342	538	499	420	495	489	459	427	419	381	355	386	370	300	388	439	429	467	352	308	388	409	290	385	381	300
24	52	R-235	" Eff. Exp.	52	268		322	476	446	391	458	436	394	380	434	343	297	336	327	301	392	408	403	413	329	276	367	355	266	350	370	272
25	53	R-230	" Total	53	321		445	636	591	513	612	603	540	496	504	424	401	432	421	384	505	530	509	554	425	374	474	481	351	486	474	388
26	54	R-240	Word Functions	54	249		266	537	518	465	506	618	480	446	425	379	362	314	320	293	406	426	427	456	326	374	392	397	326	404	336	325
27	55	R-250	Reading Comprehension	55	324		434	742	698	589	710	647	622	559	505	566	490	496	474	420	540	632	596	614	482	445	550	573	460	567	531	402
28	56	R-260	Creativity	56	224		320	575	516	485	481	505	495	467	446	478	497	476	386	376	360	507	456	466	431	362	410	416	337	431	414	333
29	57	R-270	Mechanical Reasoning	57	174		281	534	397	380	432	485	549	478	420	517	561	539	405	342	310	389	376	396	420	289	305	340	268	354	353	275
30	58	R-281	Vis. in 2 Dimens	58	157		204	312	258	251	274	316	312	252	276	255	262	290	228	201	252	274	228	237	256	205	209	217	175	234	239	183
31	59	R-282	Vis. in 3 Dimens	59	162		158	407	338	331	364	444	427	349	309	358	425	360	269	273	207	340	299	297	326	260	257	285	200	296	281	265
32	60	R-290	Abstract Reasoning	60	223		251	482	427	396	453	493	458	404	386	385	377	360	296	272	362	400	358	378	326	265	322	352	251	365	366	251
33	61	R-311	Math I	61	271		315	603	526	467	559	633	532	479	505	446	456	467	395	373	461	458	485	483	391	367	436	420	367	497	416	368
34	62	R-312	Math II	62	302		314	595	568	495	572	746	556	475	472	440	432	382	352	357	458	473	471	496	382	369	433	424	368	465	402	370
35	63	R-320	Math I & II	63	315		343	653	600	527	618	780	595	526	530	483	483	447	405	397	501	509	520	535	421	402	473	461	391	523	446	393
36	64	R-333	Math III	64	322		167	341	358	317	304	907	321	290	279	270	261	188	168	191	268	300	283	246	225	241	240	256	220	285	200	239
37	65	R-340	Math Total(I+II+III)	65	348		336	641	601	527	601	772	589	518	520	478	476	428	395	389	492	511	516	531	415	399	464	456	384	515	429	392
42	66	R-410	Arith Computation	66	219		394	372	349	316	463	417	297	251	331	196	204	239	274	252	433	314	311	355	281	245	283	275	226	318	338	286
43	67	R-420	Table Reading	67	152		130	136	156	155	115	146	094	086	109	066	069	072	046	085	153	138	109	129	106	106	085	129	089	130	156	117
44	68	R-430	Clerical Checking	68	135		110	066	109	125	063	085	018	-066	038	-020	-009	-015	-030	032	099	096	046	059	032	074	057	079	055	065	078	115
45	69	R-440	Object Inspection	69	112		113	118	138	160	108	112	109	084	094	088	078	100	037	078	113	159	092	127	117	099	071	129	079	107	151	162
46	70	A-410	Arith Computation	70	117		200	180	190	178	203	256	150	090	160	075	087	089	131	117	258	164	150	186	152	145	144	139	132	161	151	170
47	71	A-420	Table Reading	71	036		-075	-064	-028	003	-084	-006	-070	-051	-047	-058	-066	-084	-082	-030	-029	-037	-056	-056	-058	012	-054	-028	-011	-036	-083	009
48	72	A-430	Clerical Checking	72	077		032	-030	022	048	-027	005	-054	-083	-040	-079	-084	-078	-091	-018	015	016	-027	-025	-030	019	-011	001	-005	-011	-018	056
49	73	A-440	Object Inspection	73	067		046	032	060	089	022	042	034	063	007	018	025	024	-013	029	047	085	018	061	059	052	008	055	035	044	057	052
38	74	F-410	Arith Computation	74	198		364	358	308	271	378	335	277	286	319	214	212	266	266	248	356	286	290	323	275	202	263	256	189	297	340	236
39	75	F-420	Table Reading	75	172		255	249	242	210	246	207	200	183	148	149	162	170	147	155	239	227	207	231	202	133	172	205	134	213	295	152
40	76	F-430	Clerical Checking	76	204		233	253	254	240	237	226	171	167	197	124	119	135	121	129	241	233	189	221	197	163	188	226	165	207	259	197
41	77	F-440	Object Inspection	77	134		155	178	180	197	166	156	160	141	152	131	117	155	083	113	151	198	147	166	152	126	113	166	102	166	205	127
50	78	A-900	Preferences	78	-019		112	-028	-027	-015	-038	-076	-052	-055	-058	-060	-046	-021	005	-020	018	004	-030	003	051	-003	-010	-022	026	-025	011	027
51	79	R-601	SAI: Sociability	79	106		216	116	095	126	110	055	030	066	096	019	005	080	091	120	242	136	086	135	115	078	110	080	091	137	176	119
52	80	R-602	" Soc.Sensitivity	80	113		109	180	203	176	177	162	143	131	133	098	095	085	016	149	164	211	126	182	124	130	162	138	139	166	160	192
53	81	R-603	" Impulsiveness	81	048		089	045	072	046	032	027	011	023	013	027	028	022	015	090	009	061	056	049	026	036	045	010	090	076	049	060
54	82	R-604	" Vigor	82	092		192	188	166	156	166	139	131	167	168	101	073	136	150	166	206	176	140	191	168	101	157	123	131	156	192	152
55	83	R-605	" Calmness	83	105		222	245	219	211	223	225	202	189	194	179	191	176	187	214	218	233	182	231	187	156	200	156	175	221	211	201
56	84	R-606	" Tidiness	84	077		200	163	142	173	150	149	116	110	108	092	090	092	029	155	160	181	116	182	111	129	134	117	109	151	188	167
57	85	R-607	" Culture	85	081		175	160	166	193	148	160	112	099	093	075	091	072	040	135	160	176	126	153	120	146	137	097	106	136	192	168
58	86	R-608	" Leadership	86	021		099	064	092	112	064	162	040	018	034	040	-002	-025	016	062	165	103	060	059	029	083	100	056	094	080	058	126
59	87	R-609	" Self-Confidence	87	100		225	219	174	171	199	207	177	163	169	175	182	183	167	175	178	190	165	190	169	143	151	167	169	171	204	191
60	88	R-610	" Mature Personality	88	104		205	205	196	192	208	232	176	146	146	133	167	140	137	160	164	191	168	207	169	156	169	142	152	218	189	190
	89	F-701	Int Inv: Phys Sci	89	-070		-058	-225	-202	-215	-215	-345	-316	-240	-168	-273	-296	-156	-105	-146	-162	-192	-179	-179	-169	-151	-175	-156	-162	-192	-126	-135
	90	F-702	" Biol Sci & Med	90	-063		-045	-149	-174	-189	-146	-214	-195	-190	-099	-161	-125	-032	-035	-113	-114	-164	-110	-152	-110	-110	-151	-121	-130	-126	-097	-124
	91	F-703	" Pub Serv.	91	-027		-004	-025	-082	-066	-079	-068	-002	016	-012	023	050	094	091	-032	-091	-053	-052	-015	022	-063	-099	040	-085	-093	-022	-031
	92	F-704	" Lit-Ling.	92	-036		025	-072	-182	-167	-116	-139	-099	-059	-044	-039	038	119	042	-036	-104	-131	-089	-057	-007	-107	-141	-087	-131	-101	-020	-071
	93	F-705	" Soc.Serv.	93	-009		042	068	-006	-024	017	-022	042	080	061	088	088	160	092	-001	-018	018	036	029	085	085	-022	037	-000	005	036	-001
	94	F-706	" Artistic	94	-002		028	-026	-103	-113	-037	-065	-090	-061	003	-048	-015	036	030	-044	014	-109	-019	-035	-065	-090	-098	-056	-049	-053	-026	-024
	95	F-707	" Musical	95	015		122	052	-019	-145	069	-020	060	033	067	009	036	136	121	033	091	-018	050	037	037	-004	001	039	001	021	064	019
	96	F-708	" Sports	96	-031		-104	-041	-056	-056	-089	-057	-032	-036	-065	-037	069	006	-068	-025	320	-068	-056	-062	-051	-063	-085	-047	-105	-069	-085	-059
	97	F-709	" Outdr Rec.	97	017		-089	016	069	067	013	072	008	-055	-020	-012	024	-068	150	-026	-036	030	009	-030	-082	015	050	031	-007	036	-020	016
	98	F-710	" Bus.-Mgmt.	98	-031		016	068	062	-003	013	007	049	070	061	089	121	111	070	-008	-056	004	010	029	035	-017	-011	011	-020	-031	014	-002
	99	F-711	" Sales	99	-016		038	074	007	009	034	019	078	056	057	116	117	146	079	009	-023	023	033	044	060	-003	-015	052	006	-016	041	026
	100	F-712	" Computation	100	-030		021	010	-024	-049	-038	-132	-061	025	008	005	-066	062	040	-046	-074	-011	-021	-029	002	-028	-051	010	-022	-064	-031	-064
	101	F-713	" Office Work	101	042		112	191	158	107	161	118	165	167	169	101	103	177	116	098	113	157	136	129	119	087	095	160	100	117	136	043
	102	F-714	" Mech-Tech	102	070		068	193	223	165	180	134	044	087	120	065	-053	-076	-002	010	131	179	128	129	013	090	139	172	132	117	103	106
	103	F-715	" Skilled Trades	103	077		133	256	248	206	241	248	214	187	200	202	161	110	101	093	152	229	192	195	129	122	160	220	138	159	162	136
	104	F-716	" Farming	104	061		051	127	162	140	110	131	116	038	067	102	093	-021	141	010	072	148	084	066	024	076	116	126	066	096	086	096
	105	F-717	" Labor	105	094		190	290	279	267	278	256	265	238	226	221	198	160	111	156	196	280	230	246	175	169	205	252	173	222	236	176
	106	C-001	Composite: I.Q.Comp.	106	335		423	756	691	599	716	766	656	611	612	575	538	523	460	435	557	625	596	616	433	446	565	564	447	586	536	411
	107	C-002	" Gen.Acad.Apt.	107	364		460	783	720	628	735	786	678	620	618	571	542	536	494	456	586	661	617	648	512	468	569	577	456	592	550	452
	108	C-003	" Verbal	108	363		494	810	780	639	749	703	655	613	594	555	507	525	435	447	585	661	615	657	509	468	583	592	455	580	557	447
	109	C-004	" Quantitative	109	363		365	675	636	562	633	866	627	544	537	511	510	444	396	404	513	538	534	553	433	426	485	486	408	533	461	416
	110	C-005	" Technical	110	239		434	764	608	562	668	686	863	741	568	761	867	784	564	499	491	566	557	592	561	414	471	523	408	517	487	376
	111	C-006	" Sci. Apt.	111	340		448	811	719	639	742	807	781	701	636	686	700	654	537	497	558	646	625	691	555	476	557	581	467	604	546	443

continued on next page

Table V-2a (continued)

Var*	Var	Code	Description		Bible	Colors	Etiquette	Hunting	Fishing	Outdr Act(Other)	Photography	Games	Theater,Ballet	Foods	Miscellaneous	Vocabulary II	Voc Tot (IAII)	Info I Total	Info II Total	Info Tot (IAII)	Mem. for Sent.	Mem. for Words	Disguised Words	Spelling	Capitalization	Punctuation	Usage	Eff. Exp.	Eng.Total	Word Functions	Reading Comp.	Creativity	Mech.Reasoning
					29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
	1		Grade	1	200	082	154	039	081	226	191	199	268	142	258	290	323	337	329	344	095	180	264	265	209	285	241	268	321	249	324	224	174
	2		Sex (1=M, 2=F)	2																													
1	3	R-101	Info I: Screening	3	334	152	190	192	214	428	295	314	350	144	391	401	470	553	501	550	149	208	328	350	354	358	342	322	445	266	434	320	281
2	4	R-102	" Vocab I	4	543	267	296	214	266	595	451	458	602	372	602	713	960	880	800	877	213	388	554	485	399	582	538	476	636	537	742	575	534
3	5	R-103	" Literature	5	572	254	265	108	205	507	393	454	599	391	580	667	740	799	764	810	164	383	532	472	362	540	499	446	591	518	698	516	397
4	6	R-104	" Music	6	449	252	250	073	179	443	368	416	560	382	526	589	661	724	677	728	132	336	509	423	302	477	420	391	513	465	589	485	380
5	7	R-105	" Soc.Studies	7	572	235	273	184	212	544	415	443	548	320	588	669	754	847	771	844	181	378	474	468	398	565	495	458	612	506	710	481	432
6	8	R-106	" Math	8	486	254	307	104	185	492	388	451	508	346	538	595	689	791	690	778	174	416	494	475	356	601	489	434	603	618	647	505	485
7	9	R-107	" Phys. Sci	9	481	246	256	192	239	522	370	411	451	286	533	590	703	819	680	793	183	351	438	388	350	511	459	394	540	480	622	495	549
8	10	R-108	" Bio. Sci	10	467	212	214	279	288	514	350	358	446	256	478	570	666	756	660	743	179	298	406	353	321	456	427	380	496	446	599	467	478
9	11	R-109	" Sci Attitude	11	434	195	259	184	210	469	352	362	447	242	450	529	614	674	615	672	187	292	412	327	331	460	419	434	504	425	595	446	420
10	12	R-110	" Aero & Space	12	416	195	211	181	246	470	355	336	452	279	476	524	631	723	625	709	155	253	369	270	267	394	381	343	424	379	564	478	517
11	13	R-111	" Elec & Electron	13	322	216	209	199	230	449	348	327	377	263	440	489	597	723	559	686	131	214	335	255	263	387	355	297	401	362	490	497	561
12	14	R-112	" Mechanical	14	347	191	195	333	302	496	339	295	386	230	410	494	603	705	578	680	183	219	352	276	320	367	386	336	432	314	496	476	539
13	15	R-113	" Farming	15	365	159	184	356	300	447	283	239	335	148	365	445	537	620	524	603	194	228	305	305	300	353	370	327	421	320	474	386	405
14	16	R-114	" Home Ec	16	333	179	185	154	239	404	281	304	354	241	365	446	498	594	507	580	163	215	303	255	240	327	300	301	364	293	420	376	342
15	17	R-115	" Sports	17	386	168	254	123	197	456	324	397	450	267	456	507	582	645	596	646	154	312	411	419	341	430	388	392	505	404	540	360	310
	18	R-131	Info II: Art	18	494	260	263	120	227	518	422	426	601	353	561	671	700	693	790	747	170	336	507	405	342	470	439	408	530	426	632	507	389
	19	R-132	" Law	19	480	228	242	177	244	494	369	396	537	283	513	629	649	656	739	704	198	323	425	369	319	468	429	403	509	427	594	454	376
	20	R-133	" Health	20	478	237	253	187	262	542	428	411	530	302	546	656	690	691	760	735	198	331	457	432	360	492	467	413	554	456	614	466	396
	21	R-134	" Engineering	21	375	180	217	228	265	495	349	360	402	234	436	516	562	580	633	615	154	244	341	303	289	373	352	325	425	326	482	431	420
	22	R-135	" Architecture	22	372	200	208	109	166	365	283	297	390	261	416	443	488	509	577	547	110	261	345	303	219	349	308	276	374	374	445	362	289
	23	R-136	" Journalism	23	427	194	233	082	164	426	348	355	520	292	471	632	625	596	655	634	141	276	420	387	294	424	388	367	474	392	550	410	305
	24	R-137	" Foreign Travel	24	454	237	230	149	160	450	350	361	507	328	500	561	608	631	687	669	129	300	447	391	296	430	409	355	481	397	573	416	340
	25	R-138	" Military	25	399	168	208	128	156	355	258	315	408	285	422	451	493	506	590	550	104	247	318	288	207	320	290	266	351	326	460	337	268
	26	R-139	" Acct,Bus,Sales	26	428	214	244	140	213	468	352	376	534	323	481	657	641	621	708	670	172	292	400	351	304	425	385	350	464	406	567	431	354
	27	R-140	" Pract.Knowl.	27	422	190	215	187	246	526	377	404	475	256	483	565	581	578	674	628	176	273	393	342	341	404	381	370	474	336	531	414	353
	28	R-141	" Clerical	28	320	156	193	090	181	361	291	310	374	218	364	406	440	455	520	491	134	245	339	343	247	355	300	272	388	325	402	333	273
	29	R-142	" Bible	29		203	227	152	201	445	343	367	449	233	480	529	578	603	715	660	175	306	387	365	300	464	404	357	488	443	585	400	339
	30	R-143	" Colors	30	203		103	073	084	184	170	176	230	164	234	259	286	295	341	319	095	192	248	214	137	227	182	149	232	186	239	225	194
	31	R-144	" Etiquette	31	227	103		041	103	265	172	192	252	173	247	267	306	327	365	350	085	192	238	228	197	269	225	239	295	266	303	252	244
	32	R-145	" Hunting	32	152	073	041		350	255	123	112	103	030	155	190	220	249	291	271	099	061	079	068	101	106	151	108	138	092	182	184	227
	33	R-146	" Fishing	33	201	084	103	350		294	190	186	197	115	212	262	284	310	382	344	083	108	172	126	118	134	154	135	170	150	247	247	240
	34	R-147	" Outdr Act(Other)	34	445	184	265	255	294		397	418	486	280	497	624	651	658	727	701	193	297	417	353	336	433	429	402	501	394	573	459	447
	35	R-148	" Photography	35	343	170	172	123	190	397		310	401	212	366	467	483	488	544	521	164	231	339	309	266	348	323	304	397	317	467	350	292
	36	R-149	" Games	36	367	176	192	112	186	418	310		411	258	434	462	494	516	583	554	125	275	355	303	236	373	318	298	392	347	456	360	311
	37	R-150	" Theater, ballet	37	449	230	252	103	197	486	401	411		362	534	668	673	634	737	688	174	316	497	431	316	455	414	404	514	418	604	471	343
	38	R-151	" Foods	38	233	164	173	030	115	280	212	258	362		325	364	397	393	449	424	067	207	315	228	140	256	234	218	271	245	346	293	207
	39	R-152	" Miscellaneous	39	480	234	247	155	212	497	366	434	534	325		618	653	666	741	712	170	328	468	414	327	478	538	379	523	451	582	465	385
	40	R-162	" Vocabulary II	40	529	259	267	190	262	624	447	462	668	364	618		880	759	825	804	215	368	546	480	391	563	518	480	623	494	705	538	449
	41	R-172	Vocab Tot. (I & II)	41	578	284	306	220	284	651	483	496	673	397	653	880		898	870	913	229	409	592	519	426	617	570	513	678	560	783	603	540
16	42	R-190	Info I Total	42	603	295	327	249	310	658	488	516	634	393	666	759	898		883	985	229	421	576	513	447	634	578	524	690	594	796	631	608
	43	R-192	Info II Total	43	715	341	365	291	382	727	544	583	737	449	741	825	870	883		951	237	424	591	519	429	609	562	514	675	567	793	620	522
	44	R-100	Info Total (I & II)	44	660	319	350	271	344	701	521	554	688	424	712	804	913	985	951		238	434	597	529	453	643	589	536	706	601	818	645	595
17	45	R-211	Memory for Sentences	45	175	095	085	099	083	193	164	125	174	067	170	215	229	229	237	238		291	141	154	222	226	242	218	277	158	263	243	162
18	46	R-212	Memory for Words	46	306	192	192	061	108	297	231	275	316	207	328	368	409	421	424	434	291		346	356	277	408	346	310	435	388	427	309	254
19	47	R-220	Disguised Words	47	387	248	238	079	172	417	339	355	497	315	468	546	592	576	591	597	141	346		521	343	520	482	417	580	477	604	492	409
20	48	R-231	English: Spelling	48	365	214	228	068	126	353	309	303	431	228	414	480	519	513	519	529	154	356	521		435	583	497	423	735	483	522	370	238
21	49	R-232	" Capitalization	49	300	137	197	101	118	336	266	236	316	140	327	391	426	447	429	453	222	277	343	435		526	500	428	757	327	430	309	324
22	50	R-233	" Punctuation	50	464	227	269	106	134	433	348	373	455	256	478	563	617	636	609	643	226	408	520	583	526		613	542	857	611	636	473	426
23	51	R-234	" Usage	51	404	182	225	151	154	429	323	318	414	234	438	518	570	578	562	589	242	346	482	497	500	613		528	804	467	574	433	393
24	52	R-235	" Eff. Exp.	52	357	149	239	108	135	402	304	298	404	218	379	480	513	524	514	536	218	310	417	423	428	542	528		709	430	560	409	355
25	53	R-230	" Total	53	488	232	295	138	170	501	397	392	514	271	523	623	678	690	675	704	277	435	580	735	757	857	804	709		594	695	511	451
26	54	R-240	Word Functions	54	443	186	266	092	150	394	317	347	418	245	451	494	560	594	567	601	158	388	477	483	327	611	467	430	594		620	489	422
27	55	R-250	Reading Comprehension	55	585	239	303	182	247	573	447	456	604	346	582	705	783	796	793	818	243	427	604	522	430	636	574	560	695	620		644	527
28	56	R-260	Creativity	56	400	225	252	184	247	459	350	360	471	293	465	538	603	631	620	645	243	309	492	370	309	473	433	409	511	489	644		535
29	57	R-270	Mechanical Reasoning	57	339	194	244	227	240	447	292	311	343	207	385	449	540	608	522	595	162	254	409	238	324	426	393	355	451	422	527	535	
30	58	R-281	Vis. in 2 Dimens	58	216	156	193	104	118	285	197	214	225	103	239	279	322	362	336	363	113	213	325	203	237	298	259	259	325	300	357	358	459
31	59	R-282	Vis. in 3 Dimens	59	261	176	203	111	139	324	235	277	286	170	306	368	421	472	414	465	136	228	320	218	255	378	311	310	379	402	453	459	597
32	60	R-290	Abstract Reasoning	60	340	189	238	097	141	367	285	305	366	236	379	450	505	539	492	538	154	304	418	325	352	482	405	402	508	455	542	452	570
33	61	R-311	Math I	61	452	194	287	151	187	460	348	371	448	271	459	559	631	669	625	672	227	376	442	445	417	[illegible]	509	484	636	553	632	506	487
34	62	R-312	Math II	62	457	213	317	086	150	457	367	417	465	310	489	553	622	678	629	680	215	424	456	482	423	644	518	461	652	614	626	483	466
35	63	R-320	Math I & II	63	496	223	332	124	181	500	392	433	499	319	519	606	683	736	684	738	241	440	491	509	458	686	561	514	703	641	686	538	518
36	64	R-333	Math III	64	273	146	190	051	091	254	224	268	269	195	299	294	348	400	379	404	110	248	283	304	220	373	274	248	366	382	356	286	261
37	65	R-340	Math Total(I+II+III)	65	489	222	330	121	175	491	388	433	491	321	517	589	668	727	676	730	235	437	487	508	450	678	547	500	690	652	671	528	507
42	66	R-410	Arith Computation	66	297	133	232	072	112	335	287	286	322	153	335	355	393	431	431	443	237	341	381	447	425	488	403	349	550	393	428	306	235
43	67	R-420	Table Reading	67	093	065	072	006	034	125	098	120	129	078	155	150	150	147	165	158	084	136	313	166	141	155	154	116	189	135	160	161	153
44	68	R-430	Clerical Checking	68	083	059	070	-055	000	053	044	082	093	061	095	066	071	063	098	077	048	103	315	178	071	102	076	039	119	096	093	078	094
45	69	R-440	Object Inspection	69	080	084	084	020	045	120	088	099	125	102	142	130	132	140	161	151	084	120	258	100	137	127	112	120	155	149	164	183	251
46	70	A-410	Arith Computation	70	169	068	135	025	068	171	150	167	166	071	190	167	188	218	227	228	143	229	266	271	265	291	221	160	320	237	217	156	116
47	71	A-420	Table Reading	71	-037	005	-001	-036	-017	-059	-041	-020	-026	013	-011	-055	-065	-070	-052	-066	001	037	144	-008	-058	-050	-050	-088	-064	-015	-066	-007	003
48	72	A-430	Clerical Checking	72	017	022	021	-077	-022	-027	-025	019	016	022	023	-028	-031	-038	-006	-028	015	038	226	084	-001	008	-016	-050	007	018	-017	004	-013
49	73	A-440	Object Inspection	73	015	054	050	-009	016	047	022	048	057	067	080	046	040	044	067	053	060	063	204	034	049	035	025	014	043	078	058	111	160
38	74	F-410	Arith Computation	74	253	124	194	081	092	313	262	239	298	153	268	369	381	402	391	410	192	246	262	361	332	399	357	348	461	319	398	284	223
39	75	F-420	Table Reading	75	166	085	100	044	064	232	176	184	204	093	225	261	272	273	280	283	114	149	283	237	253	264	262	248	324	201	287	228	207
40	76	F-430	Clerical Checking	76	195	114	149	019	052	211	179	187	225	120	216	247	270	261	287	278	101	203	373	310	200	265	249	222	315	227	300	210	179
41	77	F-440	Object Inspection	77	120	098	101	053	063	165	132	129	163	114	173	186	194	203	217	214	104	148	262	139	187	188	179	193	229	189	228	218	289
50	78	A-500	Preferences	78	013	-036	022	-001	054	008	-010	-004	003	-001	016	-053	-040	-041	002	-027	015	022	058	-008	-002	-086	-052	-109	-063	-086	-080	-035	-076
51	79	R-601	SAI: Sociability	79	110	044	081	048	063	182	120	142	127	081	135	142	134	122	176	144	048	098	158	138	115	089	067	070	126	075	117	085	011
52	80	R-602	" Soc.Sensitivity	80	198	048	085	018	045	158	158	141	172	097	172	190	198	199	229	215	036	115	200	180	116	152	112	097	170	163	195	153	067
53	81	R-603	" Impulsiveness	81	080	006	029	025	062	052	038	083	057	072	055	041	047	068	088	064	-026	017	076	062	011	-014	008	-031	004	000	037	028	-005
54	82	R-604	" Vigor	82	173	050	096	081	127	222	147	187	146	081	178	208	210	209	238	225	081	125	188	179	123	141	125	114	176	113	197	142	087
55	83	R-605	" Calmness	83	240	045	114	062	088	246	210	179	210	131	214	243	262	280	297	294	064	128	217	178	125	167	141	118	188	179	256	216	156
56	84	R-606	" Tidiness	84	166	044	085	-001	038	186	177	137	153	106	157	188	185	177	216	195	056	115	201	201	141	165	138	112	195	161	175	146	071
57	85	R-607	" Culture	85	189	065	077	-001	029	145	155	145	148	096	151	163	160	172	206	189	041	109	171	160	110	138	109	066	153	132	153	136	050
58	86	R-608	" Leadership	86	118	013	039	003	048	073	057	094	062	064	097	082	076	074	113	092	-013	060	126	090	017	052	036	013	054	076	071	061	-010
59	87	R-609	" Self-Confidence	87	196	069	102	067	074	226	200	204	172	111	196	196	226	247	258	258	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
60	88	R-610	" Mature Personality	88	236	040	098	036	080	208	182	179	182	114	201	215	224	242	268	258	055	126	207	220	112	189	138	120	199	204	220	184	133
	89	F-701	Int Inv: Phys Sci	89	-180	-093	-086	-048	-061	-160	-182	-229	-140	-111	-191	-206	-234	-298	-246	-288	-084	-161	-141	-151	-086	-205	-137	-113	-101	-256	-227	-215	-237
	90	F-702	" Biol Sci & Med	90	-160	-059	-050	014	-053	-116	-072	-149	-112	-105	-125	-152	-162	-188	-185	-193	-068	-124	-154	-115	-042	-133	-089	-076	-119	-170	-163	-143	-095
	91	F-703	" Pub Serv.	91	-084	-027	-002	060	018	-086	-003	-072	-051	-054	-024	-053	-038	-028	-084	-042	-055	-001	-026	-034	-006	-018	019	-013	-018	-060	-057	-018	-064
	92	F-704	" Lit-Ling.	92	-167	-031	-013	087	027	-013	-028	-089	-116	-086	-072	-105	-090	-086	-122	-100	-012	-139	-119	-126	004	-096	-043	-049	-082	-143	-137	-083	-045
	93	F-705	" Soc.Serv.	93	-053	012	023	109	071	053	043	-017	010	020	-005	023	055	053	029	046	-008	-067	-007	-062	020	-023	024	014	-010	-060	012	010	-017
	94	F-706	" Artistic	94	-083	-057	002	051	022	-005	023	-047	-062	-052	-019	-023	-072	-048	-071	-057	-029	-066	-060	-019	011	-034	-015	-011	-019	-072	-053	-093	-060
	95	F-707	" Musical	95	-040	-010	023	135	082	084	024	029	011	-017	040	017	042	047	034	044	006	-084	-060	016	004	013	043	047	043	-038	011	-008	054
	96	F-708	" Sports	96	-082	013	-040	-058	-082	-099	-050	-118	-062	-016	-070	-061	-052	-076	-104	-086	-046	-086	-071	-105	-071	-052	-033	-067	-085	-060	-099	-025	-020
	97	F-709	" Outdr Rec.	97	-016	011	017	-228	-235	-087	-003	-018	-032	065	005	010	015	-003	-029	-012	-052	011	-007	-029	011	-037	011	009	015	049	-024	-022	-071
	98	F-710	" Bus.-Mgmt.	98	-010	008	013	050	050	036	021	-012	-006	-020	038	008	044	055	012	041	003	-016	011	-029	027	005	005	034	020	-012	014	-021	080
	99	F-711	" Sales	99	026	027	008	056	031	059	047	-007	016	-026	041	029	062	073	039	063	003	-013	026	-021	034	003	043	025	020	-006	040	052	096
	100	F-712	" Computation	100	-025	002	-049	074	-037	013	-006	-071	000	-015	-024	-028	-004	-031	-025	-030	-032	-076	-012	-070	-018	-097	-013	-018	-061	-117	-032	-035	-003
	101	F-713	" Office Work	101	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	102	F-714	" Mech-Tech	102	149	029	077	-104	-029	087	093	090	150	128	140	160	193	197	177	195	026	104	103	065	090	083	128	125	118	060	161	120	124
	103	F-715	" Skilled Trades	103	157	057	106	-002	030	177	161	142	185	124	208	213	258	255	240	257	055	116	165	132	110	153	143	149	171	156	167	060	-053
	104	F-716	" Farming	104	074	048	048	-173	-101	067	066	102	122	122	132	170	127	112	115	125	-012	077	121	088	067	093	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	105	F-717	" Labor	105	190	091	116	001	029	114	205	266	222	148	249	270	304	305	303	313	080	139	176	169	170	232	213	206	255	208	261	197	149
	106	C-001	Composite: I.Q.Comp.	106	577	252	330	171	242	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	107	C-002	" Gen.Acad.Apt.	107	590	272	353	171	233	601	471	491	617	363	622	741	824	855	821	867	253	449	608	532	475	681	604	587	740	640	838	659	616
	108	C-003	" Verbal	108	585	277	326	170	227	600	465	477	632	359	629	768	854	847	822	862	274	468	641	571	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	109	C-004	" Quantitative	109	505	244	339	117	186	509	406	404	481	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	110	C-005	" Technical	110	485	262	279	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	111	C-006	" Sci. Apt.	111	580	282	348	224	283	627	475	497	602	373	628	731	840	919	835	915	259	450	590	522	478	698	611	566	738	669	866	722	718

continued on next page

Table V-2a (continued)

Var*	Var	Code	Description		58 Vis.in 2 Dimens	59 Vis.in 3 Dimens	60 Abstract Reasoning	61 Math I	62 Math II	63 Math I + II	64 Math III	65 Math Tot(I+II+III)	66 Arith Compt.	67 Table Reading	68 Clerical Checking	69 Object Inspection	70 Arith Compt.	71 Table Reading	72 Clerical Checking	73 Object Inspection	74 Arith Compt.	75 Table Reading	76 Clerical Checking	77 Object Inspection	78 Preferences	79 Sociability	80 Soc.Sensitivity	81 Impulsiveness	82 Vigor	83 Calmness	84 Tidiness	85 Culture	86 Leadership
			Grade	1	157	162	223	271	302	315	322	348	219	152	135	112	117	036	077	067	198	172	204	134	-019	106	113	048	092	105	077	081	021
			Sex (1=M, 2=F)	2																													
1	3	R-101	Info I: Screening	3	204	166	251	315	314	343	167	334	394	130	110	113	200	-075	032	046	364	255	233	155	112	214	189	089	192	222	200	175	055
2	4	R-102	" Vocab I	4	312	407	482	603	595	653	341	641	372	134	066	118	180	-064	-030	032	358	249	253	178	-028	114	180	045	188	245	163	140	064
3	5	R-103	" Literature	5	298	338	427	526	568	600	358	601	349	156	109	138	190	-028	022	060	308	242	256	180	-027	095	203	072	166	219	142	164	092
4	6	R-104	" Music	6	251	331	396	467	495	527	317	527	316	155	125	160	178	003	048	089	271	210	240	197	-015	124	176	046	156	211	173	193	112
5	7	R-105	" Soc.Studies	7	274	364	453	559	[illegible]	618	304	601	403	115	063	108	203	-084	-027	022	378	244	237	166	-038	110	177	032	186	223	150	148	064
6	8	R-106	" Math	8	316	444	493	633	746	760	507	772	417	146	085	112	254	-006	005	042	335	207	226	156	-076	055	162	027	139	225	149	160	102
7	9	R-107	" Phys. Sci	9	312	427	458	532	556	595	321	589	297	094	018	109	150	-070	-054	034	277	206	171	160	-052	030	143	011	131	202	114	112	040
8	10	R-108	" Bio. Sci	10	252	349	404	479	475	520	290	518	253	066	-006	084	090	-091	-083	003	284	183	167	141	-055	064	131	023	147	189	110	099	018
9	11	R-109	" Sci Attitude	11	276	309	396	505	472	530	274	520	331	109	038	094	160	-047	-040	007	319	198	197	152	-058	096	133	013	148	194	108	093	036
10	12	R-110	" Aero & Space	12	255	358	385	446	460	483	270	476	196	088	-020	088	075	-058	-079	018	214	149	124	131	-060	019	096	027	101	179	082	075	040
11	13	R-111	" Elec & Electron	13	262	425	377	456	432	483	261	476	206	069	-009	078	087	-066	-064	025	212	162	119	117	-046	005	095	028	073	191	096	091	-002
12	14	R-112	" Mechanical	14	290	360	348	447	382	447	188	428	239	072	-015	100	089	-069	-078	026	266	170	135	155	-021	080	085	022	136	176	092	072	-025
13	15	R-113	" Farming	15	228	269	294	395	352	405	164	395	274	046	-030	037	131	-082	-091	-013	266	147	121	083	005	091	096	015	158	187	099	098	016
14	16	R-114	" Home Ec	16	201	273	272	373	357	397	191	389	252	085	032	078	117	-038	-018	029	248	155	129	113	-020	120	149	040	146	214	145	135	062
15	17	R-115	" Sports	17	252	207	362	461	458	501	268	472	433	153	099	113	258	-029	015	047	354	239	241	151	018	242	164	064	286	218	160	160	165
	18	R-131	Info II: Art	18	274	340	400	656	473	509	308	511	316	138	096	159	164	-037	016	085	286	227	233	198	004	136	211	063	174	233	181	176	103
	19	R-132	" Law	19	228	299	358	485	471	520	283	516	311	109	046	092	158	-056	-027	018	290	207	189	142	-030	086	126	056	140	182	116	126	060
	20	R-133	" Health	20	237	297	378	483	496	535	296	531	355	129	059	127	186	-054	-025	061	323	231	221	166	003	135	182	049	191	231	182	153	059
	21	R-134	" Engineering	21	256	326	326	391	382	421	225	415	281	104	032	117	132	-058	-030	059	275	202	157	152	001	115	124	026	168	187	133	120	029
	22	R-135	" Architecture	22	205	268	265	367	369	402	241	399	245	106	074	099	145	012	019	052	202	133	163	126	-003	078	130	036	101	154	129	144	063
	23	R-136	" Journalism	23	209	257	322	434	433	473	240	464	283	085	057	071	146	-056	-011	008	263	172	186	113	-010	110	162	045	157	200	134	137	100
	24	R-137	" Foreign Travel	24	217	265	352	420	424	461	256	456	273	129	074	125	139	-028	-001	055	256	205	224	160	-022	060	138	030	123	194	117	097	054
	25	R-138	" Military	25	175	200	291	347	368	391	220	386	226	089	055	079	132	-011	-005	035	189	134	165	102	024	091	139	090	131	175	104	106	094
	26	R-139	" Acct,Bus,Sales	26	234	298	365	447	465	523	285	515	318	130	065	107	161	-034	-011	044	297	213	207	146	-025	137	164	074	156	221	141	136	080
	27	R-140	" Pract.Knowl.	27	239	283	346	416	402	446	200	429	338	156	078	151	151	-083	-018	057	340	295	259	205	011	174	160	049	192	211	188	152	058
	28	R-141	" Clerical	28	183	205	251	348	370	393	239	392	286	117	115	102	170	009	056	052	236	152	197	127	027	119	152	060	152	201	167	168	126
	29	R-142	" Bible	29	216	261	340	452	457	496	273	489	297	093	083	080	169	-037	017	015	253	166	195	120	013	110	198	080	173	240	166	189	118
	30	R-143	" Colors	30	156	176	189	194	213	223	166	222	133	065	059	084	068	005	022	054	124	085	114	098	-036	044	048	006	050	045	044	045	013
	31	R-144	" Etiquette	31	193	203	238	287	317	332	190	330	232	072	070	084	135	-001	021	050	196	100	149	101	022	081	085	029	096	114	085	077	039
	32	R-145	" Hunting	32	104	111	097	151	086	126	051	121	072	006	-055	020	025	-036	-077	-009	081	044	019	053	-001	048	018	025	081	062	-001	-001	002
	33	R-146	" Fishing	33	118	139	[illegible]	187	150	181	091	175	112	034	000	045	068	-017	-022	016	092	066	052	063	054	063	045	062	127	088	038	029	048
	34	R-147	" Outdr Act(Other)	34	285	324	367	460	457	500	254	491	335	125	053	120	171	-059	-027	047	313	232	211	165	008	182	198	052	222	246	186	165	073
	35	R-148	" Photography	35	191	235	285	348	367	392	224	388	287	098	044	088	159	-041	-025	022	262	176	179	133	-010	120	158	038	147	210	177	155	057
	36	R-149	" Games	36	214	277	365	371	417	433	268	433	286	120	082	097	167	-020	019	048	239	184	187	129	-004	142	141	083	167	179	137	165	094
	37	R-150	" Theater, ballet	37	225	286	366	448	465	499	269	491	322	129	093	125	166	-026	016	057	298	204	225	163	003	127	172	057	146	210	153	140	062
	38	R-151	" Foods	38	103	170	236	271	310	319	195	321	153	078	061	102	071	013	022	067	153	093	120	114	-001	081	097	072	081	131	106	094	064
	39	R-152	" Miscellaneous	39	239	306	379	459	489	519	299	517	335	155	095	142	190	-011	023	080	268	225	216	173	016	135	172	055	178	216	157	151	097
	40	R-162	" Vocabulary II	40	279	368	450	559	553	606	294	589	355	150	066	130	167	-055	-028	046	349	261	247	186	-053	142	[illegible]	041	208	243	188	163	082
	41	R-172	Vocab Tot. (I & II)	41	322	421	565	631	622	683	348	668	393	150	071	132	188	-065	-031	040	[illegible]	272	270	196	-040	136	198	047	210	262	185	160	076
16	42	R-190	Info I Total	42	362	472	539	669	678	736	400	727	431	147	063	140	218	-070	-038	044	402	273	261	203	-041	122	199	048	209	280	177	172	076
	43	R-192	Info II Total	43	336	414	492	625	629	684	379	676	431	165	098	161	227	-052	-006	067	391	280	287	217	002	176	229	088	238	297	214	206	113
	44	R-100	Info Total (I & II)	44	363	465	538	672	680	738	404	730	443	158	077	151	228	-066	-028	053	410	283	278	214	-027	144	215	064	225	296	195	189	092
17	45	R-211	Memory for Sentences	45	113	136	156	227	215	241	110	235	237	084	048	084	143	001	015	060	192	114	101	104	015	048	036	-024	081	064	054	041	-013
18	46	R-212	Memory for Words	46	213	228	304	376	426	440	248	437	341	136	103	120	229	037	038	063	246	149	203	148	022	098	115	017	125	128	119	169	080
19	47	R-220	Disguised Words	47	325	320	418	442	456	491	283	487	381	313	315	258	266	144	226	206	262	283	373	262	058	158	200	076	188	217	201	171	126
20	48	R-231	English: Spelling	48	203	218	325	445	482	539	304	508	447	166	178	100	271	-008	084	034	361	237	310	139	-008	138	180	042	179	178	201	160	090
21	49	R-232	" Capitalization	49	237	255	352	417	423	458	220	450	425	141	071	137	265	-058	-001	049	332	293	200	187	-002	115	116	011	123	125	141	110	017
22	50	R-233	" Punctuation	50	298	378	482	608	644	686	373	678	488	155	102	127	291	-050	008	035	399	264	265	188	-086	089	152	-014	141	167	165	138	092
23	51	R-234	" Usage	51	259	311	405	509	518	561	276	547	403	156	076	112	221	-050	-016	025	357	262	269	179	-052	067	112	008	125	141	138	109	036
24	52	R-235	" Eff. Exp.	52	[illegible]	310	402	484	461	514	248	500	349	116	039	120	160	-088	-050	014	368	248	222	193	-109	070	097	-031	114	118	112	066	013
25	53	R-230	" Total	53	325	379	568	634	652	703	366	690	550	189	119	155	320	-064	007	043	461	326	315	229	-063	126	170	004	176	188	195	153	056
26	54	R-240	Word Functions	54	360	402	455	553	614	641	382	642	393	135	096	149	237	-015	018	078	319	201	227	189	-086	075	163	000	113	179	161	132	076
27	55	R-250	Reading Comprehension	55	357	453	542	632	626	686	396	671	428	160	093	164	217	-066	-017	058	398	287	300	228	-080	117	195	037	197	256	175	153	073
28	56	R-260	Creativity	56	358	459	452	506	483	538	286	528	306	161	078	183	156	-007	004	111	206	220	210	210	-035	085	153	028	142	216	146	136	091
29	57	R-270	Mechanical Reasoning	57	459	597	570	487	466	518	261	507	235	153	056	251	116	003	-013	160	223	207	179	289	-076	011	067	-005	087	156	071	090	-010
30	58	R-281	Vis. in 2 Dimens	58		460	411	317	328	352	165	342	272	218	201	301	179	069	141	236	202	228	244	311	012	066	069	009	095	141	098	083	008
31	59	R-282	Vis. in 3 Dimens	59	460		538	428	439	474	235	[illegible]	227	149	074	264	094	-016	005	170	232	220	194	302	-098	-020	040	-035	043	119	096	032	-014
32	60	R-290	Abstract Reasoning	60	411	538		571	505	544	270	529	314	179	098	251	135	-067	010	131	322	293	251	314	-120	029	085	-014	093	131	097	081	007
33	61	R-311	Math I	61	317	428	491		675	890	380	854	464	135	355	095	268	-061	-026	009	391	227	213	159	-095	085	127	007	149	180	140	100	063
34	62	R-312	Math II	62	328	439	504	675		937	479	918	510	149	085	114	316	-036	000	028	402	241	238	173	-078	093	167	001	146	200	155	152	080
35	63	R-320	Math I & II	63	352	474	546	890	937		476	971	536	156	078	115	322	-042	-012	021	433	256	248	182	-093	098	151	004	161	209	162	142	070
36	64	R-333	Math III	64	165	235	270	380	479	476		646	286	102	112	090	209	034	070	064	183	105	153	101	-040	033	113	033	075	136	084	122	073
37	65	R-340	Math Total(I+II+III)	65	342	464	529	854	918	971	646		526	157	095	123	326	-028	007	037	416	244	250	182	-089	091	157	012	156	212	158	149	079
42	66	R-410	Arith Computation	66	272	227	314	464	510	536	286	526		307	281	220	773	126	203	168	593	293	331	227	140	216	180	064	219	208	232	191	156
43	67	R-420	Table Reading	67	218	149	179	135	149	156	102	157	307		485	451	303	685	432	466	099	672	385	370	213	123	104	057	138	142	126	120	111
44	68	R-430	Clerical Checking	68	201	074	093	055	085	078	112	095	281	485		448	339	424	944	482	012	232	675	334	256	149	109	085	129	139	173	152	154
45	69	R-440	Object Inspection	69	301	264	251	045	116	115	090	123	220	451	448		212	272	400	885	078	361	354	916	143	106	079	061	123	112	129	095	076
46	70	A-410	Arith Computation	70	179	099	135	268	316	322	209	326	773	303	339	212		333	343	262	-052	077	183	132	223	166	139	103	144	155	176	149	136
47	71	A-420	Table Reading	71	069	-018	-047	-041	-036	-042	034	-028	126	685	424	272	333		471	429	-274	-079	130	090	278	078	049	092	047	076	051	065	118
48	72	A-430	Clerical Checking	72	141	005	010	-026	000	-012	070	007	203	432	944	400	343	471		486	-114	113	393	248	288	122	084	102	095	112	136	127	151
49	73	A-440	Object Inspection	73	236	170	131	009	028	021	064	037	168	446	482	885	262	429	486		-066	175	259	656	222	103	073	098	106	097	111	096	091
38	74	F-410	Arith Computation	74	202	232	322	391	402	433	183	414	593	099	012	078	-052	-224	-114	-066		364	289	193	-066	127	106	-030	162	127	137	110	-006
39	75	F-420	Table Reading	75	228	220	293	227	241	256	105	244	293	672	232	361	077	-079	113	175	364		394	427	009	089	092	-016	140	117	120	099	030
40	76	F-430	Clerical Checking	76	244	194	251	213	238	248	153	250	331	385	675	354	183	130	393	259	289	394		378	062	138	116	006	145	138	176	136	087
41	77	F-440	Object Inspection	77	311	302	314	159	173	182	101	182	227	376	334	916	132	090	248	656	193	427	378		067	080	068	006	113	057	120	078	038
50	78	A-500	Preferences	78	012	-098	-120	-095	-078	-093	-040	-089	140	213	256	143	223	278	288	222	-066	009	062	067		169	115	265	115	166	151	152	183
51	79	R-601	SAI: Sociability	79	066	-020	029	085	093	098	033	091	216	123	149	106	166	078	122	103	127	089	138	080	169		513	293	525	455	433	453	366
52	80	R-602	" Soc.Sensitivity	80	069	040	085	127	147	151	113	157	180	104	109	079	139	049	084	073	106	092	114	068	115	513		273	487	579	944	505	437
53	81	R-603	" Impulsiveness	81	009	-035	-016	007	001	006	033	012	066	057	085	061	102	092	102	098	-030	-016	006	006	249	293	273		265	200	192	225	311
54	82	R-604	" Vigor	82	095	043	091	149	146	161	075	156	219	138	129	123	144	067	095	106	160	160	145	113	115	525	487	265		477	451	457	412
55	83	R-605	" Calmness	83	141	119	131	180	200	209	136	212	206	142	139	112	155	076	112	097	127	117	138	097	146	455	579	200	477		536	510	381
56	84	R-606	" Tidiness	84	098	096	097	140	155	162	086	158	232	126	173	129	179	051	136	111	137	120	176	120	142	433	944	192	451	536		592	350
57	85	R-607	" Culture	85	083	032	081	160	152	142	122	149	191	120	152	095	149	065	127	096	110	099	138	078	152	453	505	225	457	510	592		404
58	86	R-608	" Leadership	86	008	-014	007	043	080	070	073	079	108	111	154	076	136	118	191	091	-006	030	087	038	183	366	437	311	412	381	350	404	
59	87	R-609	" Self-Confidence	87	111	090	112	151	186	186	090	178	181	113	096	085	126	029	057	065	123	124	139	083	086	357	296	123	286	430	319	321	242
60	88	R-610	" Mature Personality	88	090	090	168	180	208	214	135	215	262	133	160	111	201	065	129	104	156	116	156	090	148	450	613	262	565	601	636	592	444
	89	F-701	Int Inv: Phys Sci	89	-127	-229	-219	-243	-301	-301	-211	-307	-156	-078	-067	-063	-115	-020	-044	-046	-099	-087	-086	-064	-012	-093	-159	-027	-158	-182	-125	-171	-164
	90	F-702	" Biol Sci & Med	90	-047	-079	-106	-113	-180	-165	-154	-175	-040	-067	-087	-061	-072	-014	-072	-056	-050	-078	-080	-050	-042	-133	-205	-066	-167	-182	-170	-230	-195
	91	F-703	" Pub Serv.	91	037	014	001	-030	-060	-051	-046	-050	-062	-050	-094	-017	-067	-033	-091	-024	-011	-035	-056	000	-069	-173	-168	-056	-097	-112	-102	-106	-191
	92	F-704	" Lit-Ling.	92	036	003	-048	-056	-106	-092	-108	-102	-036	-063	-081	-004	-047	-042	-073	-013	006	-015	-060	011	-026	-107	-169	-075	-089	-109	-107	-225	-195
	93	F-705	" Soc.Serv.	93	050	046	020	019	-021	-004	-034	-009	-038	-067	-085	-013	-065	-050	-097	-034	024	-014	-016	010	-065	-143	-200	-024	-095	-116	-132	-214	-174
	94	F-706	" Artistic	94	-035	-132	-091	-010	-036	-027	-038	-031	042	-029	-036	-072	012	-021	-035	-071	052	-019	-020	-056	-020	-068	-140	-040	-029	-092	-098	-107	-112
	95	F-707	" Musical	95	038	-014	019	061	012	036	-027	024	099	001	-019	-027	032	-041	-030	-031	116	044	-014	-008	004	009	-098	-029	031	-029	-055	-168	-091
	96	F-708	" Sports	96	-061	021	-070	-056	-067	-068	-036	-066	-168	-091	-112	-076	-136	-033	-093	-063	-091	-096	-103	-065	-110	-273	-147	-090	-307	-164	-120	-144	-150
	97	F-709	" Outdr Rec.	97	-046	-003	-032	017	091	019	052	048	-017	-022	-006	-053	-016	-003	-006	-040	-009	-028	-003	-051	-071	-109	-048	-063	-158	-060	-061	-016	-090
	98	F-710	" Bus.-Mgmt.	98	041	048	012	006	021	016	008	018	-030	-051	-003	-017	-038	-047	-087	-031	003	-022	-036	-008	-063	-200	-163	-076	-102	-100	-118	-160	-166
	99	F-711	" Sales	99	067	064	022	031	022	028	017	029	-016	-033	-068	002	-028	-037	-078	-017	012	-008	-014	021	-050	-120	-100	-063	-043	-038	-063	-104	-117
	100	F-712	" Computation	100	-031	-069	-064	-112	-139	-139	-078	-134	-142	-090	-090	-044	-123	-067	-087	-053	-065	-055	-055	-026	-056	-126	-151	-026	-099	-128	-138	-188	-182
	101	F-713	" Office Work	101	080	064	085	098	109	114	068	113	057	-016	-024	022	-008	-065	-066	-016	101	062	066	054	-044	-029	-032	-017	014	007	-015	-036	-067
	102	F-714	" Mech-Tech	102	022	-023	067	091	155	139	097	146	102	040	053	058	046	-019	015	025	102	075	117	076	-036	-005	044	004	-001	021	057	068	037
	103	F-715	" Skilled Trades	103	079	080	126	161	210	206	126	208	136	035	011	056	066	-062	-033	015	136	091	105	084	-052	-005	037	-026	025	035	069	044	-009
	104	F-716	" Farming	104	008	025	038	087	179	121	088	126	076	056	082	047	056	020	057	042	051	053	100	043	001	019	032	007	-044	026	042	049	016
	105	F-717	" Labor	105	111	125	168	199	246	246	140	244	179	071	080	104	074	-035	005	015	190	133	180	063	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	106	C-001	Composite: I.Q.Comp.	106	471	565	703	771	707	811	396	789	475	185	100	198	243	-065	-015	075	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	107	C-002	" Gen.Acad.Apt.	107	402	511	633	801	828	891	454	872	559	195	113	174	319	-060	-006	056	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	108	C-003	" Verbal	108	349	426	550	685	703	758	402	746	532	196	[illegible]	[illegible]	304	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	109	C-004	" Quantitative	109	384	477	546	817	929	961	655	980	526	163	098	135	325	-032	009	019	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	110	C-005	" Technical	110	392	540	538	596	574	637	331	626	298	113	009	156	130	-069	-072	060	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	111	C-006	" Sci. Apt.	111	437	583	681	801	798	867	480	859	469	173	077	185	248	-057	-029	073	425	296	281	254	-094	087	176	022	180	259	169	151	097

continued on next page

Table V-2a (continued)

Var*	Var	Code	Description		Self-Confidence 87	Mature Personality 88	Phys Sciences 89	Biol Sci & Med 90	Public Service 91	Lit-Ling. 92	Soc. Serv. 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus-Mgmt 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci. Apt. 111	MEAN	S.D.
	1		Grade	1	100	104	-070	-063	-027	-034	-009	-002	015	-033	017	-031	-016	-030	043	076	077	041	044	335	364	363	363	231	348	10.4032	.5437
	2		Sex (1=M, 2=F)	2																										1.0000	.0000
1	3	R-101	Info I: Screening	3	225	205	-058	-045	-004	025	042	028	122	-104	-089	016	038	021	112	068	133	051	100	423	440	494	365	434	448	11.2321	1.4422
2	4	R-102	" Vocab I	4	219	205	-225	-149	-025	-072	068	-026	052	-041	016	060	076	010	193	193	256	127	290	754	783	810	673	784	811	12.2019	3.9933
3	5	R-103	" Literature	5	174	198	-202	-174	-092	-182	-096	-103	-039	-056	047	062	087	-026	158	223	248	162	275	691	720	780	639	689	715	11.4975	4.5382
4	6	R-104	" Music	6	171	192	-215	-185	-066	-167	-024	-113	-145	-056	067	-063	065	-049	107	165	206	140	267	599	628	639	562	562	639	9.3597	2.0060
5	7	R-105	" Soc.Studies	7	199	208	-215	-146	-079	-116	017	-037	049	-089	013	013	034	-038	161	180	241	110	278	714	735	739	633	688	742	14.3104	5.3689
6	8	R-106	" Math	8	207	232	-365	-214	-068	-139	-022	-065	-020	-057	072	007	019	-132	118	134	208	151	234	706	786	701	666	686	607	8.4738	4.7099
7	9	R-107	" Phys. Sci	9	177	174	-314	-195	-002	-055	042	-058	040	-032	080	085	078	-041	165	096	214	118	245	654	678	655	627	863	781	9.1236	3.9167
8	10	R-108	" Bio. Sci	10	163	146	-240	-190	010	-059	060	-061	033	-034	-055	070	090	025	167	087	187	038	238	611	620	613	564	761	701	6.1216	2.4423
9	11	R-109	" Sci Attitude	11	169	146	-148	-099	-012	-066	061	003	067	-065	-020	061	057	000	169	120	200	067	220	612	618	596	537	598	638	5.0110	1.9808
10	12	R-110	" Aero & Space	12	175	133	-273	-161	023	-039	088	-048	009	-037	-012	089	114	005	181	065	202	102	221	575	571	596	511	761	686	4.5069	2.3684
11	13	R-111	" Elec & Electron	13	182	167	-296	-125	056	038	088	-015	036	069	024	121	117	-006	163	-053	161	093	198	530	542	507	510	867	700	8.6430	4.1394
12	14	R-112	" Mechanical	14	183	140	-156	-032	094	119	160	036	138	000	-068	113	146	062	172	-076	118	-021	160	523	536	525	456	784	656	11.2857	3.5517
13	15	R-113	" Farming	15	167	137	-105	-035	051	062	062	030	121	-068	-150	038	079	040	114	-082	101	-141	111	480	494	495	396	564	537	7.5280	2.4500
14	16	R-114	" Home Ec	16	175	160	-146	-113	-032	-036	-001	-044	033	-025	-026	-008	009	-044	056	030	093	010	154	435	456	467	404	499	497	7.0903	2.8599
15	17	R-115	" Sports	17	178	186	-162	-114	-091	-104	-018	014	091	-320	-034	-056	-023	-074	113	131	132	072	195	537	589	585	513	621	534	7.6193	3.0512
	18	R-131	Info II: Art	18	190	191	-192	-164	-053	-131	018	-109	-018	-068	030	008	023	-011	157	170	229	148	280	625	661	661	538	588	648	5.7607	2.5159
	19	R-132	" Law	19	165	168	-179	-118	-052	-089	036	-019	090	-054	009	010	033	-021	136	128	192	080	238	596	617	615	534	557	625	4.5028	1.8323
	20	R-133	" Health	20	199	207	-179	-152	-015	-057	029	-039	037	-062	-010	029	046	-029	129	129	192	086	256	616	640	657	533	592	601	5.3787	2.1119
	21	R-134	" Engineering	21	169	169	-169	-110	022	-007	065	-065	037	-051	-002	035	068	002	119	013	129	026	175	493	512	509	433	561	555	3.0210	1.2757
	22	R-135	" Architecture	22	143	154	-151	-110	-063	-107	005	-090	-000	-063	015	-017	-003	-020	087	090	122	076	166	444	468	468	426	414	476	2.4782	1.3310
	23	R-136	" Journalism	23	151	169	-175	-151	-089	-161	-022	-058	001	-005	090	-031	-015	-051	095	138	160	116	205	565	569	583	605	471	557	1.5577	.9706
	24	R-137	" Foreign Travel	24	167	142	-156	-121	-040	-087	037	-046	039	-067	031	033	052	010	160	172	220	126	252	566	577	542	484	525	583	2.6048	1.3219
	25	R-138	" Military	25	149	152	-162	-130	-085	-133	-000	-049	003	-105	-007	-020	006	-022	100	132	138	084	173	447	456	455	408	408	467	2.3335	1.4902
	26	R-139	" Acct.,Bus.,Sales	26	171	218	-192	-126	-093	-101	003	-053	021	-069	036	-031	-016	-084	117	117	190	098	222	586	592	580	518	517	606	4.2069	1.8735
	27	R-140	" Pract.Knowl.	27	206	189	-126	-097	-022	-020	036	-026	064	-085	-028	076	041	-011	136	103	162	066	238	536	550	557	461	487	566	2.8761	1.0336
	28	R-141	" Clerical	28	151	190	-135	-124	-031	-071	-001	-024	019	-059	014	-002	020	-064	043	108	136	094	176	411	432	447	414	376	443	1.3851	.8424
	29	R-142	" Bible	29	196	236	-180	-160	-084	-167	-051	-083	-040	-082	-016	-010	026	-025	088	169	157	076	190	577	590	585	508	485	580	1.6371	1.2824
	30	R-143	" Colors	30	069	040	-093	-055	-027	-031	012	-057	-010	013	011	060	027	-062	051	076	057	048	081	252	272	277	244	282	282	1.0703	.8968
	31	R-144	" Etiquette	31	102	098	-086	-050	-002	-013	023	002	023	-040	017	013	008	-049	066	077	104	048	116	330	353	326	359	270	368	.8200	.6968
	32	R-145	" Hunting	32	067	036	-068	016	060	087	109	051	139	-010	-220	098	056	076	089	-106	-002	-173	081	179	171	170	117	292	226	2.0907	1.2187
	33	R-146	" Fishing	33	036	080	-081	-053	018	027	071	-022	062	-082	-215	048	031	-037	055	-026	010	-161	126	262	233	227	184	318	283	1.6494	1.2250
	34	R-147	" Outdr Act(Other)	34	226	208	-166	-116	-006	-013	053	-005	086	-099	-007	036	059	013	170	087	177	061	229	579	601	600	509	600	627	4.7275	1.9435
	35	R-148	" Photography	35	200	182	-116	-072	-003	-028	063	-023	024	-090	-003	021	067	-000	103	093	161	088	206	469	471	465	406	475	475	1.1930	.7560
	36	R-149	" Games	36	204	179	-224	-149	-072	-066	-017	-037	029	-118	-018	-032	-007	-071	086	096	142	103	192	456	551	477	460	476	497	2.4136	1.2263
	37	R-150	" Theater, ballet	37	172	182	-140	-112	-091	-116	010	-062	-011	-062	032	-001	016	-000	140	150	185	122	222	595	617	632	517	503	602	3.6451	1.0907
	38	R-151	" Foods	38	111	114	-111	-105	-054	-086	-020	-052	-017	-016	005	-020	-020	-015	086	120	120	113	168	351	362	359	362	316	373	1.0912	.9631
	39	R-152	" Miscellaneous	39	194	203	-191	-135	-024	-072	-005	-073	040	-070	085	038	041	-036	137	142	208	113	260	598	622	629	544	562	620	4.6715	1.8627
	40	R-160	" Vocabulary II	40	196	215	-206	-152	-053	-105	023	-072	017	-081	010	009	029	-020	153	157	213	103	230	710	751	708	614	663	731	5.4062	2.3607
	41	R-172	Vocab Tot. (I & II)	41	226	224	-234	-162	-030	-090	055	-046	042	-052	015	044	092	-006	193	166	258	127	306	793	824	856	900	773	860	17.6081	5.8955
16	42	R-190	Info I Total	42	247	242	-290	-188	-020	-086	053	-040	047	-076	-003	055	073	-031	197	129	295	112	305	821	855	867	772	868	919	131.7910	36.9189
	43	R-192	Info II Total	43	250	268	-246	-185	-064	-122	029	-071	036	-104	-029	062	030	-029	177	165	260	112	303	794	821	822	780	746	835	86.0400	30.6570
	44	R-100	Info Total (I & II)	44	258	258	-288	-193	-042	-100	046	-057	044	-080	-012	061	063	-030	195	165	287	119	313	835	867	862	771	870	913	217.8100	56.0050
17	45	R-211	Memory for Sentences	45	070	095	-084	-068	-009	-012	-008	006	048	-066	-052	003	003	-032	030	070	096	-013	080	253	265	256	237	205	259	8.7533	3.0776
18	46	R-212	Memory for Words	46	127	130	-161	-124	-066	-139	-067	-064	-016	-087	011	-036	-013	-076	036	166	110	077	130	449	490	460	452	329	450	10.4183	4.9862
19	47	R-220	Disguised Words	47	196	207	-191	-116	-038	-119	-087	-088	-022	-071	007	011	026	-012	103	133	193	121	214	608	637	641	511	461	585	13.6303	4.6701
20	48	R-231	English: Spelling	48	149	220	-151	-115	-055	-120	-062	-019	014	-105	029	-029	-021	-070	064	132	143	088	160	532	638	711	524	387	522	8.1705	3.0513
21	49	R-232	" Capitalization	49	119	112	-086	-042	001	004	020	011	060	-071	-011	027	034	-010	090	110	160	067	170	675	609	670	462	386	478	28.2342	4.0941
22	50	R-233	" Punctuation	50	155	189	-205	-133	-020	-096	-023	-036	006	-052	037	005	003	-007	085	153	191	107	232	680	816	830	688	330	688	10.1796	9.3300
23	51	R-234	" Usage	51	148	130	-137	-089	019	-069	024	-015	063	-033	011	055	063	-013	128	134	168	080	213	686	725	775	555	490	611	15.0900	3.5685
24	52	R-235	" Eff. Exp.	52	120	112	-113	-076	013	-069	014	-011	067	-067	000	036	025	-010	125	149	160	072	208	587	663	687	502	436	566	7.0390	2.5896
25	53	R-230	" Total	53	179	199	-181	-119	-018	-082	-010	-019	063	-083	015	020	022	-021	118	171	216	111	235	768	833	869	608	571	728	76.0600	16.5605
26	54	R-240	Word Functions	54	140	204	-296	-170	-060	-143	-060	-072	-038	-060	049	-012	-006	-117	085	166	178	128	200	658	701	638	663	585	667	8.8885	5.0765
27	55	R-250	Reading Comprehension	55	224	220	-227	-163	-057	-137	012	-093	011	-099	-026	014	040	-032	161	167	225	093	261	938	881	799	603	601	886	27.4646	11.1987
28	56	R-260	Creativity	56	120	180	-215	-143	-010	-083	010	-093	-080	-025	-022	021	052	-035	120	080	167	065	197	650	673	596	560	610	722	8.6290	3.9626
29	57	R-270	Mechanical Reasoning	57	133	101	-237	-095	066	045	090	-060	056	-020	-071	068	046	[illegible]	126	-051	160	-015	169	610	586	536	421	785	718	11.9365	4.1620
30	58	R-281	Vis. in 2 Dimens	58	111	090	-127	-047	037	036	090	-035	038	-061	-066	061	067	-031	080	022	079	008	111	421	462	369	369	392	437	13.3315	5.8067
31	59	R-282	Vis. in 3 Dimens	59	090	090	-229	-079	014	003	066	-132	014	071	-053	060	066	-069	066	-023	080	025	125	565	511	620	677	560	583	8.5885	3.3762
32	60	R-290	Abstract Reasoning	60	112	108	-215	-108	001	-068	020	-031	015	-070	-032	022	022	-093	092	092	129	038	108	768	613	559	309	535	581	8.0400	3.0781
33	61	R-311	Math I	61	151	180	-243	-113	-030	-056	019	-010	061	-056	017	006	031	-112	088	061	101	067	190	751	801	685	817	550	811	8.0961	3.5268
34	62	R-312	Math II	62	184	208	-301	-180	-060	-106	-021	-036	012	-067	051	021	022	-130	109	155	210	129	246	807	820	703	870	536	780	10.2356	4.5899
35	63	R-330	Math I & II	63	186	214	-301	-165	-051	-092	-006	-027	036	-068	035	016	020	-139	114	130	200	121	246	811	891	750	901	637	867	18.5400	7.4302
36	64	R-333	Math III	64	090	135	-211	-154	-046	-100	-036	-030	-027	-036	052	008	007	-078	048	097	126	088	160	390	458	442	455	331	486	2.9443	2.0171
37	65	R-340	Math Total(I+II+III)	65	178	215	-307	-175	-050	-102	-003	-031	029	-090	069	018	024	-136	113	166	[illegible]	120	244	769	872	760	888	620	850	21.2800	8.6302
42	66	R-410	Arith Computation	66	181	262	-156	-090	-062	-036	-038	042	099	-160	-017	-030	-016	-142	057	182	136	076	176	475	515	532	474	288	464	35.4616	9.9442
43	67	R-420	Table Reading	67	113	133	-070	-067	-050	-063	-047	-029	001	-091	-022	-051	-033	-090	-036	040	035	056	071	105	195	198	103	113	173	11.3060	8.1527
44	68	R-430	Clerical Checking	68	096	160	-087	-087	-096	-001	-085	-036	-019	-112	-006	-047	-068	-090	-029	053	011	082	060	100	111	118	080	080	077	36.7984	14.9615
45	69	R-440	Object Inspection	69	085	111	-083	-061	-017	-084	-013	-072	-027	-076	-053	-017	002	-064	022	050	036	067	106	198	176	166	129	130	105	21.0452	7.0000
46	70	A-410	Arith Computation	70	126	201	-115	-072	-067	-067	-065	012	032	-136	-016	-038	-026	-121	-008	065	064	056	076	263	315	295	325	130	268	39.5050	10.7120
47	71	A-420	Table Reading	71	029	065	-020	-014	-033	-042	-050	-021	-041	-033	-050	-067	-037	-067	-063	-019	-062	020	-035	-065	-060	-064	-022	-060	-057	15.7240	12.1183
48	72	A-430	Clerical Checking	72	057	129	-044	-072	-031	-073	-097	-039	-030	-093	-006	-087	-070	-087	-066	015	-033	057	085	-019	-088	052	009	-072	-029	30.6090	16.0224
49	73	A-440	Object Inspection	73	085	106	-094	-036	-025	-013	-036	-071	-031	-063	-060	-031	-017	-053	-016	025	015	042	091	075	058	051	030	067	073	23.0007	7.0936
38	74	F-410	Arith Computation	74	123	156	-040	-040	-011	006	024	052	116	-091	-081	091	012	-169	101	102	136	051	160	446	481	453	415	166	426	23.3018	25.2687
39	75	F-420	Table Reading	75	124	116	-087	-078	-035	-015	-014	-019	044	-090	-026	-022	-008	-059	042	075	001	053	133	320	329	332	266	226	266	7.0409	11.9186
40	76	F-430	Clerical Checking	76	139	156	-086	-080	-056	-060	-016	-020	014	-103	-003	-034	-014	-055	066	117	105	100	150	312	326	327	295	180	281	20.0958	21.9036
41	77	F-440	Object Inspection	77	083	090	-004	-050	000	011	010	-056	-088	-065	-031	-060	021	-026	056	070	060	081	135	272	260	232	182	213	230	15.3355	3.6516
50	78	A-300	Preferences	78	088	160	-012	-062	-080	-020	-085	-020	005	-116	-071	-083	-058	-036	-064	-130	-092	081	-033	-183	-088	-057	-059	-065	-039	58.6500	23.7839
51	79	R-601	SAI: Sociability	79	357	490	-093	-135	-173	-107	-143	-068	009	-273	-100	-200	-128	-126	-029	-065	-065	015	056	103	126	137	007	061	087	5.9262	2.9112
52	80	R-602	" Soc.Sensitivity	80	296	613	-159	-205	-168	-180	-200	-140	-048	-167	-060	-161	-100	-131	-032	066	037	032	092	170	195	206	100	127	176	3.7666	2.2103
53	81	R-603	" Impulsiveness	81	123	282	-027	-066	-050	-075	-026	-040	-020	-090	-063	-070	-063	-076	-017	006	-026	007	-020	021	010	020	010	039	022	1.8402	1.5727
54	82	R-604	" Vigor	82	286	565	-150	-167	-097	-089	-085	-020	031	-107	-150	-102	-041	-089	014	-061	024	-066	076	187	190	206	198	137	180	3.5401	2.0865
55	83	R-605	" Calmness	83	430	601	-182	-182	-112	-109	-114	-085	-020	-166	-060	-100	-038	-120	007	021	095	020	110	262	260	236	226	227	250	3.7621	2.4081
56	84	R-606	" Tidiness	84	319	636	-125	-170	-102	-107	-132	-090	-055	-120	-061	-110	-063	-128	-015	037	069	061	130	172	200	200	160	117	168	4.8952	2.7073
57	85	R-607	" Culture	85	321	902	-171	-238	-186	-225	-214	-187	-168	-166	-016	-180	-106	-186	-036	068	066	064	111	146	171	175	162	103	151	4.3688	2.2553
58	86	R-608	" Leadership	86	242	464	-144	-195	-191	-195	-176	-113	-091	-158	-060	-166	-117	-162	-067	037	-009	010	063	097	075	076	080	060	097	1.1639	1.2776
59	87	R-609	" Self-Confidence	87		395	-092	-048	-095	-033	-052	-003	020	-077	-030	-030	017	-020	062	061	102	005	166	210	226	211	190	210	220	4.8485	2.3519
60	88	R-610	" Mature Personality	88	395		-209	-220	-147	-137	-167	-099	-062	-166	-095	-115	-130	-173	-021	012	027	012	117	210	201	219	230	188	235	30.1334	5.1129
	89	F-701	Int Inv: Phys Sci	89	-092	-200		714	413	514	470	466	290	386	198	423	370	016	466	631	350	164	175	-266	-276	-220	-313	-318	-317	40.4162	12.7466
	90	F-702	" Biol Sci & Med	90	-098	-220	714		662	571	531	461	392	384	177	436	356	096	509	237	236	100	100	-181	-175	-155	-190	-181	-180	25.1011	7.0560
	91	F-703	" Pub.Serv.	91	-035	-147	413	662		616	521	410	389	373	137	450	303	036	296	190	349	122	181	-063	-065	-030	-062	075	-017	35.9386	12.2763
	92	F-704	" Lit-Ling.	92	-033	-137	514	571	616		660	633	556	415	168	450	369	156	568	271	424	180	208	-113	-117	-113	-120	018	-070	53.0606	11.6276
	93	F-705	" Soc.Serv.	93	-052	-167	470	531	521	660		606	412	305	167	611	333	600	557	333	607	290	306	010	001	007	-017	111	063	40.5607	8.1520
	94	F-706	" Artistic	94	-081	-186	466	461	410	633	606		301	208	153	509	428	426	433	313	429	203	270	-062	-067	-065	-063	-031	-090	23.7907	9.0707
	95	F-707	" Musical	95	026	-042	299	352	360	566	412	301		133	008	366	357	100	350	155	275	336	315	028	030	036	012	067	038	18.2603	4.9175
	96	F-708	" Sports	96	-077	-144	306	364	351	419	395	208	133		316	636	357	330	282	327	332	352	276	-090	-089	-080	-060	-086	-061	19.9609	6.8762
	97	F-709	" Outdr Rec.	97	-039	-065	190	177	137	160	167	153	008	316		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-019	016	026	056	-036	-008	7.1536	3.0825
	98	F-710	" Bus.-Mgmt.	98	-030	-115	423	436	450	450	611	504	366	636	245		702	442	586	586	626	278	432	014	060	025	015	110	056	44.2261	9.8764
	99	F-711	" Sales	99	017	-050	329	356	509	505	533	420	807	317	155	700		185	501	583	560	238	609	039	035	030	027	133	075	20.2200	5.0463
	100	F-712	" Computation	100	-029	-173	616	096	690	556	600	625	330	339	159	062	501		616	967	475	107	333	-067	-088	-050	-102	060	-068	33.2121	7.5250
	101	F-713	" Office Work	101	082	-071	346	309	396	568	557	612	356	287	160	506	501	656		[illegible]	[illegible]	187	611	150	158	150	116	200	136	26.2070	5.2301
	102	F-714	" Mech-Tech	102	061	012	431	237	190	221	333	313	155	327	165	590	358	367	505		902	522	457	147	176	200	150	082	100	48.1320	11.3980
	103	F-715	" Skilled Trades	103	102	057	330	236	349	420	607	429	275	272	167	590	540	570	685	782		302	286	217	256	230	218	199	232	44.5016	11.3866
	104	F-716	" Farming	104	065	012	168	100	122	180	290	203	078	162	136	278	238	187	126	523	542		502	091	134	130	130	065	142	20.9787	6.7885
	105	F-717	" Labor	105	144	117	173	100	181	288	306	270	213	175	200	432	429	333	011	057	280	502		201	231	262	262	217	252	38.8188	8.3082
	106	C-001	Composite: I.Q.Comp.	106	215	214	-266	-181	-063	-113	010	-062	028	-089	-019	014	016	-067	118	167	217	201	261		[illegible]	[illegible]	767	730	730	158.0080	56.1939
	107	C-002	" Gen.Acad.Apt.	107	224	241	-276	-175	-065	-117	001	-067	030	-089	014	070	035	-080	150	176	266	126	291	935		966	800	735	962	471.2170	123.2249
	108	C-003	" Verbal	108	211	228	-220	-155	-030	-113	007	-065	035	-080	026	045	035	-070	110	200	230	130	302	930	966		767	697	896	105.2627	22.3217
	109	C-004	" Quantitative	109	196	258	-313	-190	-062	-120	-017	-063	012	-060	016	015	027	-161	116	150	213	110	245	767	800	767		656	861	93.9563	39.1502
	110	C-005	" Technical	110	210	180	-318	-161	056	018	111	-090	067	-006	-036	110	133	000	200	062	109	065	267	730	735	667	650		866	51.7856	16.2860
	111	C-006	" Sci. Apt.	111	228	238	-332	-189	-017	-070	063	-058	030	-061	-006	054	075	-068	176	106	232	102	282	930	942	840	881	886		432.5483	137.4768

*This column, numbered from 1 to 60, shows the variable numbers used in the four 60-variable matrices (ninth- and twelfth-grade boys and girls) in Appendix D.

Note:- Decimal points have been omitted from the correlation coefficients.

Table V-2 (continued)

Table V-2b. All 15-year-old boys not in high school (N=283)

Var' No.	Var No.	Code	Description		Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25	Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28
	1		Grade	1			255	168	076	057	193	030	161	198	158	138	148	210	233	181	176	106	172	188	129	088	025	145	-024	152	148	100
	2		Sex (1st, 2nd)	2																												
1	3	B-101	Info I: Screening	3	255			445	407	253	528	342	401	422	430	269	442	517	531	478	421	371	325	347	405	222	186	217	154	323	424	210
2	4	B-102	" Vocab I	4	168		445		[illegible]	[illegible]	648	450	640	489	561	562	609	633	675	477	509	491	359	554	394	248	194	362	263	475	493	233
3	5	B-103	" Literature	5	076		407	[illegible]		418	597	450	483	450	459	478	509	476	516	342	531	526	338	484	393	364	307	361	357	429	415	251
4	6	B-104	" Music	6	057		253	[illegible]	418		469	401	361	290	223	380	377	320	330	296	435	361	233	417	236	196	174	315	224	250	322	210
5	7	B-105	" Soc.Studies	7	193		528	648	597	469		463	592	530	489	496	512	517	539	495	537	557	463	588	406	283	263	412	330	447	533	307
6	8	B-106	" Math	8	030		342	450	450	401	463		436	306	300	352	475	363	328	367	379	340	273	369	318	133	219	217	269	323	337	216
7	9	B-107	" Phys. Sci	9	161		401	640	483	361	592	436		471	436	480	532	484	510	475	425	498	347	433	340	200	246	352	276	338	435	305
8	10	B-108	" Bio. Sci	10	198		422	[illegible]	490	290	530	306	471		419	320	456	490	505	353	377	439	319	398	384	168	105	240	247	344	372	232
9	11	B-109	" Sci Attitude	11	158		430	561	459	223	489	300	436	419		370	485	511	516	434	476	371	349	375	361	227	223	235	167	351	449	256
10	12	B-110	" Aero & Space	12	138		269	562	478	380	496	352	480	320	370		426	449	356	359	443	324	276	363	305	265	280	243	226	320	345	195
11	13	B-111	" Elec & Electron	13	148		442	609	509	377	512	475	532	456	485	426		577	557	460	448	411	315	390	373	187	195	299	207	422	404	228
12	14	B-112	" Mechanical	14	210		517	633	476	328	517	363	484	490	511	449	577		678	521	473	367	277	390	376	263	244	352	174	480	454	232
13	15	B-113	" Farming	15	233		531	675	516	330	539	328	510	505	516	356	557	678		487	494	461	318	449	411	215	185	351	210	445	441	270
14	16	B-114	" Home Ec	16	181		478	477	392	296	495	367	473	353	434	359	460	521	487		444	345	330	393	329	134	177	360	206	392	382	296
15	17	B-115	" Sports	17	176		421	509	531	435	537	379	425	377	476	443	448	473	494	444		428	337	481	371	260	280	272	298	329	493	211
	18	B-131	Info II: Art	18	106		371	491	526	361	557	340	498	439	371	324	411	367	461	345	428		443	465	421	187	194	414	222	443	503	308
	19	B-132	" Law	19	172		325	359	338	233	463	273	347	319	349	274	315	277	318	330	337	443		421	347	192	148	348	261	386	450	279
	20	B-133	" Health	20	188		347	554	484	417	588	369	433	398	375	363	390	390	449	393	481	465	421		380	163	258	334	216	396	501	151
	21	B-134	" Engineering	21	129		405	394	393	236	406	318	340	384	361	305	373	376	411	329	371	421	347	380		162	168	225	227	334	393	211
	22	B-135	" Architecture	22	088		222	248	364	196	283	133	200	168	227	245	187	263	215	134	260	187	192	163	162		200	169	178	257	199	138
	23	B-136	" Journalism	23	025		186	194	307	174	263	219	246	105	223	200	195	244	185	177	260	194	148	258	168	200		243	132	199	277	098
	24	B-137	" Foreign Travel	24	145		217	362	361	315	412	217	352	240	235	243	299	352	351	360	272	414	348	336	225	169	243		193	302	322	191
	25	B-138	" Military	25	-024		154	263	357	224	330	269	276	247	167	226	207	174	210	206	298	222	261	216	227	178	132	193		201	146	151
	26	B-139	" Acct,Bus,Sales	26	152		323	475	429	250	447	323	338	344	351	320	422	480	445	392	329	443	386	396	334	257	199	302	201		431	148
	27	B-140	" Pract.Knowl.	27	148		424	493	415	322	533	337	435	372	449	345	404	454	441	382	493	503	450	501	393	199	277	322	146	431		217
	28	B-141	" Clerical	28	100		210	233	251	210	307	216	305	232	254	195	228	232	270	296	211	308	279	151	211	138	098	191	151	148	217	
	29	B-142	" Bible	29	070		265	275	348	217	402	310	395	314	251	235	259	303	298	246	243	322	264	364	314	176	174	182	307	240	277	203
	30	B-143	" Colors	30	042		225	155	188	216	199	182	122	200	165	112	117	208	138	101	105	162	154	092	178	100	106	073	089	169	112	090
	31	B-144	" Etiquette	31	036		191	214	139	026	195	143	130	152	127	099	208	232	174	105	176	130	055	140	174	062	043	061	231	072	073	063
	32	B-145	" Hunting	32	056		215	289	247	047	259	084	209	261	271	230	165	321	394	225	285	168	213	197	202	151	116	138	150	217	262	193
	33	B-146	" Fishing	33	099		278	270	211	101	253	178	289	287	233	205	239	286	292	220	226	252	215	203	192	118	129	139	159	201	228	139
	34	B-147	" Outdr Act(Other)	34	097		427	528	446	335	502	276	468	312	450	302	399	451	480	393	432	472	397	495	337	266	326	354	150	435	501	266
	35	B-148	" Photography	35	060		193	358	312	209	295	226	251	205	287	234	312	297	255	279	340	265	219	312	218	121	245	241	110	283	336	093
	36	B-149	" Games	36	063		316	384	356	325	371	267	270	261	342	266	353	388	351	310	321	380	313	340	246	140	194	243	126	268	416	196
	37	B-150	" Theater,ballet	37	127		323	346	461	344	445	332	358	317	317	311	393	349	272	339	340	465	320	406	324	150	284	346	222	397	385	248
	38	B-151	" Foods	38	-006		031	086	073	127	117	113	076	071	-003	032	083	114	062	095	003	151	083	120	045	056	046	092	065	108	055	158
	39	B-152	" Miscellaneous	39	071		285	423	380	314	437	318	389	331	299	278	369	371	307	261	363	393	297	460	370	182	240	300	228	338	400	268
	40	B-160	" Vocabulary II	40	108		395	488	457	375	553	386	430	414	413	432	427	485	441	332	421	537	445	499	419	224	384	476	146	586	519	229
	41	B-170	Vocab Tot. (I & II)	41	168		488	939	616	458	702	480	647	528	582	590	623	644	678	487	546	578	444	610	460	273	296	458	254	586	572	264
16	42	B-190	Info I Total	42	229		663	835	740	548	818	598	735	646	665	621	742	771	769	670	692	601	444	615	510	320	309	443	342	545	601	346
	43	B-192	Info II Total	43	182		531	661	667	467	733	483	605	533	548	483	560	606	616	533	588	723	636	699	581	380	396	529	424	634	678	396
	44	B-100	Info Total (I & II)	44	222		646	811	746	543	823	584	722	634	653	600	712	767	749	651	685	667	541	669	555	356	351	490	384	597	652	376
17	45	B-211	Memory for Sentences	45	174		367	423	358	144	387	216	310	366	415	201	360	313	375	292	316	285	352	333	229	213	115	142	129	337	417	118
18	46	B-212	Memory for Words	46	097		297	423	323	224	329	224	356	341	266	236	264	239	283	172	225	279	266	371	208	183	022	147	061	213	298	163
19	47	B-220	Disguised Words	47	167		286	536	438	207	424	311	403	314	379	352	390	399	390	342	379	386	248	412	261	220	194	291	164	309	309	185
20	48	B-231	English: Spelling	48	119		368	380	266	301	383	254	284	346	311	158	281	257	362	287	406	269	181	361	199	160	065	134	272	268	315	141
21	49	B-232	" Capitalization	49	103		415	382	384	305	424	245	327	399	399	273	363	333	403	301	423	341	254	360	270	221	092	272	181	306	363	111
22	50	B-233	" Punctuation	50	144		329	465	342	243	453	309	375	460	392	306	390	343	390	250	291	294	271	398	256	132	060	169	195	348	317	169
23	51	B-234	" Usage	51	190		506	438	453	266	474	280	404	405	473	303	422	417	467	300	419	424	361	391	309	240	102	248	183	369	463	146
24	52	B-235	" Eff. Exp.	52	067		252	321	288	200	356	152	239	262	363	223	255	304	302	233	308	248	341	362	225	157	108	189	136	251	367	078
25	53	B-230	" Total	53	196		488	510	455	356	535	328	419	488	498	322	438	417	492	349	473	418	369	466	322	233	093	268	246	410	474	160
26	54	B-240	Word Functions	54	046		072	146	087	048	221	095	177	113	130	167	112	138	160	152	114	092	139	090	085	-013	050	101	100	159	168	111
27	55	B-250	Reading Comprehension	55	065		418	613	504	201	614	315	488	467	460	396	440	492	509	362	466	467	379	579	326	219	233	378	297	462	489	142
28	56	B-260	Creativity	56	124		235	465	441	261	461	323	423	392	356	333	378	452	452	303	366	381	212	408	247	207	247	358	155	361	320	202
29	57	B-270	Mechanical Reasoning	57	155		267	515	346	209	372	237	413	403	450	395	465	469	387	295	296	292	200	243	200	058	100	303	099	251	320	136
30	58	B-281	Vis. in 2 Dimens	58	067		161	256	230	059	180	130	136	168	275	080	211	212	214	136	103	180	114	118	177	004	023	196	055	195	219	119
31	59	B-282	Vis. in 3 Dimens	59	099		080	270	223	084	143	054	207	214	275	188	179	234	191	060	153	167	122	169	060	009	074	175	002	182	181	081
32	60	B-290	Abstract Reasoning	60	154		221	375	271	148	385	153	294	324	368	277	309	267	229	164	307	261	230	284	240	108	179	208	073	224	373	048
33	61	B-311	Math I	61	151		275	433	265	199	440	277	370	328	391	349	352	329	374	281	368	295	307	286	261	130	121	165	159	274	319	096
34	62	B-312	Math II	62	160		187	319	266	248	334	229	266	272	240	177	203	234	264	293	208	242	266	310	259	179	003	163	183	228	176	068
35	63	B-320	Math I & II	63	200		287	448	332	280	481	315	395	374	342	325	344	350	397	350	345	334	357	373	324	194	076	217	214	312	305	102
36	64	B-333	Math III	64	004		-039	001	026	020	002	052	-042	032	067	-035	048	-027	018	047	-096	-022	-081	014	003	-014	-093	-039	-005	056	-063	123
37	65	B-340	Math Total(I+II+III)	65	178		237	412	383	255	425	298	332	342	372	272	322	297	356	334	266	286	283	334	287	165	030	176	187	297	244	139
42	66	B-410	Arith Computation	66	282		406	438	289	284	421	236	310	342	309	220	307	370	432	325	371	298	311	388	307	189	062	214	160	251	355	223
43	67	B-420	Table Reading	67	-037		122	168	104	163	147	197	121	057	094	079	126	136	208	146	096	077	120	073	175	042	038	114	081	070	033	060
44	68	B-430	Clerical Checking	68	090		062	-006	091	077	003	076	-002	-047	-046	-027	-024	-012	056	101	090	-082	-018	-080	-021	011	-054	009	085	-032	-046	120
45	69	B-440	Object Inspection	69	068		147	137	105	004	101	040	124	039	153	075	066	092	132	170	160	040	059	085	023	-012	073	137	-002	021	151	-012
46	70	A-410	Arith Computation	70	176		171	132	049	120	105	191	161	098	068	043	154	165	192	194	162	047	172	135	150	089	015	111	174	085	132	101
47	7[illegible]	[illegible]-420	Table Reading	71	033		-035	-080	-100	-024	-089	024	-015	-129	-105	-074	-065	-005	014	040	-062	-070	-093	-129	-064	019	-017	074	096	-070	-165	054
48	72	[illegible]30	Clerical Checking	72	042		-068	-116	-053	-002	-135	049	-067	-174	-127	-126	-073	-075	-020	044	-026	-152	-102	-161	-082	-020	-077	-031	020	-113	-121	083
49	73	A-440	Object Inspection	73	032		039	-036	-040	041	-033	042	031	-086	068	-070	-067	-021	023	127	067	-059	001	-015	-088	-058	015	074	095	-083	-001	052
38	74	P-410	Arith Computation	74	093		332	316	256	162	330	026	141	254	256	180	147	202	236	117	207	224	130	258	152	097	049	098	-038	170	226	023
39	75	P-420	Table Reading	75	-071		140	234	209	157	228	120	113	212	209	157	155	112	142	060	154	151	214	223	218	007	052	-009	-062	145	240	-026
40	76	P-430	Clerical Checking	76	096		221	223	289	159	270	056	131	257	164	199	099	129	154	112	252	142	169	164	123	064	047	080	131	165	152	072
41	77	P-440	Object Inspection	77	067		169	216	175	082	165	021	144	122	201	159	165	143	161	129	175	102	080	127	103	031	088	127	-079	096	206	-059
50	78	A-500	Preferences	78	058		195	129	153	109	132	248	180	052	101	062	179	169	221	245	243	139	070	086	204	122	052	057	190	090	106	107
51	79	B-601	ERI: Sociability	79	138		247	288	217	244	316	322	262	263	211	288	298	343	361	323	324	252	216	270	225	166	055	112	153	208	225	180
52	80	B-602	" Soc.Sensitivity	80	102		221	197	092	296	188	216	169	147	105	185	221	290	277	282	182	096	110	159	179	129	025	120	196	122	129	099
53	81	B-603	" Impulsiveness	81	077		123	120	075	170	080	203	059	095	057	107	093	141	149	212	116	096	067	058	065	037	070	074	121	035	009	092
54	82	B-604	" Vigor	82	071		238	204	181	301	272	247	223	181	178	285	280	366	328	345	324	227	205	190	224	120	061	157	197	185	192	163
55	83	B-605	" Calmness	83	139		275	214	157	207	242	367	182	129	129	177	260	273	273	314	224	183	181	157	260	126	-027	123	184	170	144	113
56	84	B-606	" Tidiness	84	119		187	183	178	265	225	306	218	132	092	261	256	279	202	244	185	198	158	195	157	121	067	126	241	132	121	112
57	85	B-607	" Culture	85	065		307	213	158	216	236	285	218	159	131	248	260	344	258	280	248	216	164	152	214	166	038	100	149	173	157	164
58	86	B-608	" Leadership	86	-070		-074	-109	-118	105	-022	097	-019	-048	-127	032	006	-022	-043	028	027	-035	019	-004	080	-027	-021	061	146	-090	-088	072
59	87	B-609	" Self-Confidence	87	108		319	267	252	134	225	247	248	219	081	160	226	262	290	266	264	231	160	168	238	145	092	111	129	148	216	123
60	88	B-610	" Mature Personality	88	065		257	148	092	238	195	329	150	167	065	146	216	250	241	257	156	157	094	128	246	102	-034	095	196	162	118	147
	89	P-701	Int Inv: Phys Sci	89	-007		073	041	083	-017	-053	-101	-029	-016	086	066	-037	007	017	-028	-039	-034	-179	-087	-093	-046	-016	029	-082	-001	-112	-055
	90	P-702	" Biol Sci & Med	90	037		035	001	082	-030	-044	-119	-043	-033	113	068	022	080	076	-094	-044	003	-129	-072	-083	-010	-096	069	-104	014	-021	001
	91	P-703	" Pub Serv.	91	-011		096	159	081	016	057	009	089	008	086	086	105	083	094	-001	000	063	-052	044	-014	-017	048	144	-064	075	016	046
	92	P-704	" Lit-Ling.	92	072		113	186	095	-026	017	-059	060	019	174	111	065	138	130	019	-005	016	-076	-014	-018	-022	021	123	-088	082	002	-031
	93	P-705	" Soc-Serv.	93	098		089	199	180	083	086	-067	146	091	197	175	100	195	146	046	030	109	-038	007	039	019	022	185	-020	117	025	002
	94	P-706	" Artistic	94	086		136	153	075	094	036	-062	043	-026	145	126	045	122	126	012	-018	-080	-039	015	-047	015	-036	044	-027	075	021	-091
	95	P-707	" Musical	95	108		142	277	234	092	159	093	141	111	222	156	159	196	211	084	099	165	073	136	029	-052	053	148	-008	141	140	-037
	96	P-708	" Sports	96	-060		-070	-020	-035	-104	-112	-112	-030	-130	-012	-065	-099	-096	-068	-093	-213	-041	-237	-141	-164	-072	-042	009	-048	-030	-167	-048
	97	P-709	" Outdr Rec.	97	-032		-132	-120	-093	-125	-181	-075	-103	-147	-135	-082	-121	-167	-194	-163	-124	-124	-257	-226	-165	-075	-049	-088	-049	-152	-291	-118
	98	P-710	" Bus.-Mgmt.	98	029		062	173	108	058	066	018	083	030	152	147	077	142	110	035	006	067	-104	047	-024	-075	-003	135	-062	046	022	-034
	99	P-711	" Sales	99	061		076	175	202	103	152	016	130	094	187	179	128	180	147	064	042	062	-125	027	005	-004	069	141	-035	096	004	029
	100	P-712	" Computation	100	074		123	240	203	082	156	017	111	129	147	204	123	185	172	068	100	122	-033	052	013	028	055	175	-034	121	110	015
	101	P-713	" Office Work	101	142		125	204	233	147	210	050	225	113	242	261	138	192	195	172	166	160	058	125	056	-005	066	294	-018	138	138	040
	102	P-714	" Mech-Tech	102	-001		-005	087	148	091	064	-053	071	012	091	093	009	-023	009	-019	027	086	-069	-029	-037	039	024	079	040	059	-032	010
	103	P-715	" Skilled Trades	103	133		140	262	244	090	103	063	177	104	203	276	131	200	172	121	130	149	025	047	080	080	097	179	030	138	079	093
	104	P-716	" Farming	104	-002		027	067	060	029	067	-006	059	000	072	097	023	007	-060	-011	005	-006	-129	-038	-062	018	131	040	-008	-043	-040	013
	105	P-717	" Labor	105	193		165	302	249	151	281	092	223	127	271	269	179	278	296	241	208	209	088	135	117	106	087	203	010	210	194	082
	106	C-001	Composite: I.Q.Comp.	106	141		413	633	483	281	640	323	509	498	520	441	482	490	496	357	495	464	401	538	361	209	245	360	290	441	529	130
	107	C-002	" Gen.Acad.Apt.	107	199		521	681	565	408	683	446	556	560	582	448	561	543	593	446	556	522	442	504	412	274	186	371	306	507	557	191
	108	C-003	" Verbal	108	198		544	688	635	438	657	426	538	586	581	450	551	539	600	435	565	520	417	566	408	294	183	362	299	509	554	219
	109	C-004	" Quantitative	109	163		286	464	378	326	479	509	389	372	391	312	392	362	385	386	313	329	308	386	330	180	069	204	231	339	284	178
	110	C-005	" Technical	110	229		525	777	604	423	660	478	754	682	611	632	773	805	804	556	565	515	379	487	430	241	255	413	248	485	525	293
	111	C-006	" Sci. Apt.	111	208		696	765	602	404	717	493	679	631	619	570	671	685	840	513	599	539	431	575	443	257	260	419	284	516	557	243

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Table V-2b (continued)

Var*	Var	Code	Description		29 Bible	30 Colors	31 Etiquette	32 Hunting	33 Fishing	34 Outdr Act(Other)	35 Photography	36 Games	37 Theater,Ballet	38 Foods.	39 Miscellaneous	40 Vocabulary II	41 Voc.Tot.(I & II)	42 Info I Total	43 Info II Total	44 Info Total(I & II)	45 Mem.for Sentences	46 Mem.for Words	47 Disguised Words	48 Spelling	49 Capitalization	50 Punctuation	51 Usage	52 Eff. Exp.	53 Eng. Total	54 Word Functions	55 Reading Comp.	56 Creativity	57 Mech. Reasoning
	1		Grade	1	070	042	036	056	099	097	060	063	127	-006	071	108	168	229	182	222	174	057	167	119	183	144	190	067	194	046	065	114	155
	2		Sex (1=M, 2=F)	2																													
1	3	R-101	Info I: Screening	3	265	225	191	215	278	427	193	316	323	031	285	395	488	663	531	646	367	297	286	368	415	329	506	252	488	072	418	235	267
2	4	R-102	" Vocab I	4	275	155	214	289	270	528	358	364	346	086	423	488	939	835	661	811	423	423	536	380	382	465	438	321	510	146	613	465	515
3	5	R-103	" Literature	5	348	188	139	247	211	446	312	356	461	073	360	457	616	740	667	746	358	323	438	266	384	342	453	288	455	067	504	441	346
4	6	R-104	" Music	6	217	216	026	047	101	335	209	325	344	127	314	375	458	548	467	543	144	224	287	301	305	243	266	200	356	048	281	261	209
5	7	R-105	" Soc.Studies	7	402	199	195	259	253	502	295	371	445	117	437	553	702	818	733	823	387	329	424	383	424	453	474	356	535	221	614	401	372
6	8	R-106	" Math	8	310	182	143	064	178	276	226	267	332	113	318	366	480	598	483	584	214	224	311	254	245	309	280	152	328	095	315	323	237
7	9	R-107	" Phys. Sci	9	355	122	130	209	289	468	251	270	358	076	389	430	647	735	605	722	310	356	403	284	327	375	404	239	419	177	488	423	413
8	10	R-108	" Bio. Sci	10	314	200	152	201	287	312	205	261	317	071	331	414	528	646	533	634	366	341	314	346	399	460	405	262	488	113	467	342	403
9	11	R-109	" Sci Attitude	11	251	185	127	271	233	450	287	342	317	-003	299	413	582	665	548	653	415	266	379	311	399	392	473	363	498	130	460	356	450
10	12	R-110	" Aero & Space	12	235	112	099	230	205	302	236	266	311	032	278	432	590	621	483	600	281	236	352	158	273	306	303	223	322	162	396	333	395
11	13	R-111	" Elec & Electron	13	259	117	208	165	239	399	312	353	393	083	349	427	623	742	560	712	360	264	390	281	363	390	422	255	438	112	440	378	445
12	14	R-112	" Mechanical	14	303	208	232	321	286	451	297	388	349	114	371	485	664	771	606	747	313	239	399	257	333	343	417	304	417	138	492	452	449
13	15	R-113	" Farming	15	298	138	174	394	292	480	255	351	272	062	307	441	678	769	616	749	375	283	390	362	403	390	467	302	492	160	509	402	387
14	16	R-114	" Home Ec	16	246	101	105	225	220	393	279	310	339	095	261	332	487	670	533	651	292	172	342	287	301	250	300	233	349	152	362	303	295
15	17	R-115	" Sports	17	243	105	176	285	226	432	340	321	340	003	343	421	546	692	588	685	316	225	379	406	423	291	419	308	473	114	466	344	296
	18	R-131	Info II: Art	18	322	162	130	168	252	472	265	300	465	151	393	537	578	601	723	667	285	279	386	269	341	294	424	248	418	092	467	381	292
	19	R-132	" Law	19	264	154	055	213	215	397	219	313	320	083	297	445	444	464	636	541	352	266	248	181	254	271	361	341	349	139	379	212	200
	20	R-133	" Health	20	364	092	140	197	203	495	312	360	406	120	460	499	610	615	699	669	333	371	412	361	360	398	391	362	466	090	579	408	243
	21	R-134	" Engineering	21	314	178	174	202	192	337	218	246	324	045	370	419	460	510	581	555	229	208	261	199	270	256	309	225	322	085	326	247	200
	22	R-135	" Architecture	22	176	100	062	151	118	266	121	140	150	056	182	224	273	320	380	354	213	183	220	160	221	132	240	157	233	-013	219	207	058
	23	R-136	" Journalism	23	174	106	043	116	129	326	245	194	284	046	240	384	296	309	396	351	115	022	194	065	092	060	102	108	093	050	233	247	100
	24	R-137	" Foreign Travel	24	182	073	061	138	139	354	241	243	346	092	300	476	458	443	529	490	142	147	291	134	272	169	248	189	268	181	378	358	303
	25	R-138	" Military	25	307	089	231	150	159	150	110	126	222	065	228	146	254	342	424	384	129	061	164	272	181	195	183	136	246	108	297	155	059
	26	R-139	" Acct,Bus,Sales	26	260	169	072	217	201	[illegible]	283	268	397	108	338	586	586	545	634	597	337	213	309	268	306	348	369	251	410	159	462	361	251
	27	R-140	" Pract.Knowl.	27	277	112	073	262	228	501	336	416	385	055	400	519	572	601	678	652	417	298	309	315	363	317	463	387	474	168	489	320	320
	28	R-141	" Clerical	28	203	050	063	193	139	266	093	196	248	158	248	229	264	346	394	376	118	163	185	141	111	169	146	078	160	111	142	202	136
	29	R-142	" Bible	29		182	128	230	275	211	244	276	258	109	293	226	294	414	592	491	232	238	211	155	259	360	302	249	354	111	386	219	228
	30	R-143	" Colors	30	182		161	081	003	[illegible]	020	102	201	007	056	200	195	231	266	252	042	090	119	135	153	221	202	110	213	034	129	171	149
	31	R-144	" Etiquette	31	128	161		063	072	065	086	043	144	-015	075	117	206	227	221	234	107	089	134	119	098	084	133	114	127	052	138	152	195
	32	R-145	" Hunting	32	230	081	063		252	342	133	186	113	-055	150	234	308	331	404	369	309	143	142	142	193	182	232	224	245	087	294	113	168
	33	R-146	" Fishing	33	273	003	072	252		270	076	191	211	102	232	141	257	339	410	377	162	082	129	111	195	225	178	140	230	048	267	157	175
	34	R-147	" Outdr Act(Other)	34	311	080	065	342	270		310	360	423	148	406	516	598	595	708	658	328	284	308	295	375	346	335	276	429	-003	497	352	352
	35	R-148	" Photography	35	244	020	086	139	076	310		224	230	074	145	322	394	385	431	416	195	161	276	170	237	178	250	142	274	051	318	321	244
	36	R-149	" Games	36	276	102	043	186	191	360	224		337	111	308	251	371	461	526	502	284	181	313	196	263	230	297	243	298	111	365	289	292
	37	R-150	" Theater,ballet	37	258	201	144	113	211	423	230	337		169	317	442	433	498	625	561	232	231	285	280	311	291	351	249	380	118	351	287	224
	38	R-151	" Foods	38	109	007	-015	-055	102	148	074	111	169		337	126	114	106	219	149	-044	084	106	-005	008	045	048	-022	030	034	063	050	-015
	39	R-152	" Miscellaneous	39	293	056	075	150	232	406	145	308	317	337		432	486	484	632	557	161	253	201	258	226	268	262	202	290	068	318	217	205
	40	R-162	" Vocabulary II	40	226	200	117	234	141	516	322	251	442	126	432		759	611	670	656	300	298	340	306	362	376	383	328	456	132	509	443	360
	41	R-172	Vocab Tot. (I & II)	41	296	195	206	308	257	598	394	371	433	114	486	759		864	758	864	434	433	534	404	428	495	478	369	560	161	658	522	527
16	42	R-190	Info I Total	42	414	231	227	331	339	595	385	461	498	106	484	611	864		823	·980	469	400	537	440	507	507	574	387	622	184	658	521	515
	43	R-192	Info II Total	43	592	266	221	404	410	708	431	526	625	219	632✓	670	758	823·		·920	441	376	473	383	471	470	538	411	587	169	662	487	393
	44	R-100	Info Total (I & II)	44	491	252	234	369	377	658	416	502	561	149	557·	656	864	980	920✓		479	408	538	439	516	515	585	411	636	187	686	531	495
17	45	R-211	Memory for Sentences	45	232	042	107	309	162	328	195	284	232	-044	161	300	434	469	441	479		374	267	287	457	406	431	341	515	175	458	314	330
18	46	R-212	Memory for Words	46	238	090	089	143	082	284	161	181	231	084	253	298	433	400	376	408	374		339	270	270	355	286	244	373	179	367	237	305
19	47	R-220	Disguised Words	47	211	119	134	142	129	308	276	313	285	106	201	340	534	537	473	538	267	339		248	266	289	372	225	362	267	485	420	409
20	48	R-231	English: Spelling	48	155	135	119	142	111	295	170	196	280	-005	258	306	404	440	383	439	287	270	248		465	469	422	326	641	094	338	195	161
21	49	R-232	" Capitalization	49	259	153	098	193	195	375	237	263	311	008	226	362	428	507	471	516	457	270	266	465		569	568	391	878	152	404	274	357
22	50	R-233	" Punctuation	50	360	221	084	182	225	346	178	230	291	045	268	376	495	507	470	515	406	355	289	469	569		460	475	765	223	460	362	337
23	51	R-234	" Usage	51	302	202	133	232	178	335	250	297	351	048	262	383	478	574	538	585	431	286	372	422	568	460		479	761	218	446	284	313
24	52	R-235	" Eff. Exp.	52	249	110	114	224	140	276	142	243	249	-022	202	328	369	387	411	411	341	244	225	326	391	475	479		615	154	422	186	183
25	53	R-230	" Total	53	354	213	127	245	230	429	274	298	380	030	290	454	560	622	587	636	515	373	362	641	878	765	761	615		223	345	350	385
26	54	R-240	Word Functions	54	111	054	052	087	048	-003	051	111	118	034	068	132	161	184	169	187	175	179	267	094	152	223	218	154	223		308	217	178
27	55	R-250	Reading Comprehension	55	386	129	138	294	267	497	318	365	351	063	318	509	658	658	662	686	458	367	485	338	404	460	446	422	545	308		453	474
28	56	R-260	Creativity	56	214	171	152	113	157	352	321	289	287	050	217	443	522	521	487	531	314	237	420	195	274	362	284	186	350	217	453		354
29	57	R-270	Mechanical Reasoning	57	228	149	195	168	175	352	244	292	224	-015	205	360	527	515	393	495	330	305	409	161	357	337	313	183	385	178	474	354	
30	58	R-261	Vis. in 2 Dimens	58	156	114	050	072	030	101	167	136	124	-040	035	230	282	241	221	244	276	139	214	058	193	171	195	173	220	121	278	258	369
31	59	R-262	Vis. in 3 Dimens	59	103	175	103	047	019	107	101	147	096	-086	088	272	309	241	195	235	228	200	232	104	230	266	214	210	278	208	289	361	519
32	60	R-290	Abstract Reasoning	60	231	139	114	082	151	251	231	296	194	-006	113	374	428	390	373	400	335	299	346	272	327	361	357	316	418	246	402	342	485
33	61	R-311	Math I	61	142	055	028	265	131	266	188	219	203	-057	152	341	458	476	379	462	322	282	330	312	296	420	373	323	424	244	405	256	313
34	62	R-312	Math II	62	113	134	194	173	096	241	089	133	246	-047	095	241	333	357	336	365	277	228	224	203	299	259	275	294	363	207	261	221	277
35	63	R-320	Math I & II	63	159	119	141	272	141	316	171	218	281	-065	153	361	492	518	446	515	373	317	344	320	371	421	402	385	490	281	414	297	367
36	64	R-333	Math III	64	027	015	-033	-059	036	060	-039	005	039	065	045	-028	-010	005	002	004	012	046	076	095	075	203	030	003	108	114	-010	049	061
37	65	R-340	Math Total(I+II+III)	65	151	111	111	216	139	302	135	194	263	-031	153	307	429	458	393	455	334	298	333	319	357	452	366	340	475	293	360	281	348
42	66	R-410	Arith Computation	66	217	129	163	247	144	315	103	314	236	-007	255	291	442	494	439	496	385	359	284	355	439	333	393	288	474	111	373	190	284
43	67	R-420	Table Reading	67	109	023	100	075	105	056	-021	090	055	101	171	071	153	187	145	181	121	127	175	058	060	052	044	038	056	088	147	120	196
44	68	R-430	Clerical Checking	68	038	038	065	-061	-032	-085	-029	-001	-008	022	-039	-058	-027	035	-029	015	-045	057	175	068	-004	-024	018	-040	009	131	049	051	091
45	69	R-440	Object Inspection	69	041	074	051	067	138	040	136	116	081	-010	098	064	128	155	111	146	112	075	180	032	152	028	108	038	118	148	137	067	321
46	70	A-410	Arith Computation	70	083	-011	133	111	085	079	-018	233	147	033	146	047	118	189	196	199	153	160	188	185	114	054	111	094	128	086	094	038	109
47	71	A-420	Table Reading	71	-017	-076	139	-044	066	-088	-131	-037	-045	070	-030	-166	-125	-064	-067	-068	-049	012	097	-075	-123	-197	-146	-223	-192	-013	-063	-009	-006
48	72	A-430	Clerical Checking	72	-028	-064	074	-076	-040	-153	-118	-055	-062	009	-074	[illegible]	-150	-093	-135	-111	-145	003	110	-015	-143	-168	-113	-124	-153	090	-077	-029	004
49	73	A-440	Object Inspection	73	011	011	019	-006	144	-106	-017	048	013	045	024	[illegible]	-065	001	-006	-002	017	031	130	-026	028	-108	002	-093	-031	156	029	-048	142
38	74	F-410	Arith Computation	74	136	155	015	134	054	247	135	058	078	-049	097	260	339	308	240	298	233	197	081	161	340	297	293	200	361	042	292	161	177
39	75	F-420	Table Reading	75	106	116	-103	115	-005	158	155	117	101	-014	170	270	281	227	199	227	157	082	008	142	206	297	224	319	293	084	195	104	159
40	76	F-430	Clerical Checking	76	131	205	-020	032	016	140	182	108	109	026	071	208	248	258	214	254	202	107	127	167	280	291	264	171	326	082	255	162	176
41	77	F-440	Object Inspection	77	048	093	054	096	071	141	200	119	100	-050	059	165	226	211	156	201	139	077	140	064	185	125	145	127	186	075	163	131	322
50	78	A-900	Preferences	78	191	-062	175	066	215	088	017	059	144	035	160	018	104	229	202	229	027	092	145	-020	-008	-096	105	-056	-020	017	108	067	011
51	79	R-601	SAI: Sociability	79	180	132	151	177	268	230	178	284	197	124	219	185	288	410	367	412	141	197	251	211	198	166	187	120	230	059	231	215	163
52	80	R-602	" Soc.Sensitivity	80	191	094	055	091	152	163	075	154	133	109	144	128	197	286	242	283	084	133	148	131	147	121	133	118	166	078	184	131	092
53	81	R-603	" Impulsiveness	81	100	000	047	051	144	123	037	158	084	130	102	-042	073	170	142	168	005	067	018	020	-006	-016	-085	-051	-044	011	017	070	019
54	82	R-604	" Vigor	82	086	090	109	130	199	290	091	263	180	146	223	221	299	379	322	375	087	083	201	129	116	052	079	073	116	066	226	221	193
55	83	R-605	" Calmness	83	189	179	185	097	229	140	084	168	221	121	139	134	212	322	298	327	123	118	170	151	197	175	163	089	211	114	177	153	130
56	84	R-606	" Tidiness	84	137	097	173	065	187	146	045	233	231	150	121	097	175	297	278	303	061	072	150	114	102	111	065	047	107	064	123	179	043
57	85	R-607	" Culture	85	136	177	152	200	231	156	065	155	246	098	210	143	216	334	300	336	099	160	145	139	156	161	143	110	177	121	176	166	043
58	86	R-608	" Leadership	86	-058	-021	049	003	014	-024	-004	-008	-010	118	020	-036	-095	-035	000	-024	-122	-117	-047	032	-077	-114	-184	-077	-128	023	-065	017	-135
59	87	R-609	" Self-Confidence	87	210	119	196	102	214	214	219	114	174	078	156	220	286	332	311	339	131	209	154	203	216	166	217	109	248	027	189	194	162
60	88	R-610	" Mature Personality	88	195	101	124	102	141	173	078	084	187	131	137	134	163	272	255	278	065	104	108	133	112	122	098	086	155	116	151	074	037
	89	F-701	Int Inv: Phys Sci	89	-076	023	046	028	016	-036	008	-096	029	-110	-078	-072	002	-004	-087	-032	-081	-052	-049	-122	-091	-059	-054	-113	-113	-168	-090	-095	032
	90	F-702	" Biol Sci & Med	90	-126	037	-011	045	025	-009	013	-013	-011	-081	-052	001	061	019	-061	-007	-062	-033	-041	-103	-058	-029	003	-016	-056	-088	-060	-024	128
	91	F-703	" Pub Serv.	91	-003	-033	018	008	065	076	055	026	-027	-032	029	049	138	092	037	077	-021	021	032	-075	-052	-042	-019	-053	-075	-068	043	001	137
	92	F-704	" Lit-Ling.	92	-059	028	037	047	063	080	014	020	015	-081	-004	042	155	101	014	076	043	043	062	-089	-000	-001	003	-048	-028	-074	010	006	186
	93	F-705	" Soc.Serv.	93	-023	006	022	017	049	077	090	040	088	-134	-014	099	188	167	067	140	086	043	081	-030	024	042	039	-045	007	-048	051	062	195
	94	F-706	" Artistic	94	-070	015	059	036	059	034	019	057	006	-088	-037	-011	110	104	-005	072	026	022	052	-035	-015	010	009	014	-021	-033	-019	-032	167
	95	F-707	" Musical	95	005	086	080	113	125	187	121	100	144	-106	077	112	251	226	163	214	158	054	139	004	043	097	203	091	111	002	167	154	212
	96	F-708	" Sports	96	-109	-036	-062	-150	-079	-108	-030	-157	-055	-044	-153	-056	-037	-115	-171	-138	-131	-129	-040	-089	-116	-041	-191	-098	-146	-070	-145	-066	-040
	97	F-709	" Outdr Rec.	97	-183	-212	-033	-236	-101	-165	-042	-223	-173	-078	-167	-189	-164	-188	-288	-229	-208	-184	-049	-180	-164	-147	-248	-186	-236	-097	-232	-115	-136
	98	F-710	" Bus.-Mgmt.	98	-051	-014	-013	-005	030	068	091	017	055	-044	018	052	150	119	016	089	-023	-009	043	-074	-029	-028	-001	-034	-034	-108	036	009	184
	99	F-711	" Sales	99	011	022	006	-006	015	083	075	067	103	034	036	093	168	181	058	147	-045	042	080	-035	042	070	053	-019	036	-018	065	060	190
	100	F-712	" Computation	100	001	021	055	130	055	180	111	062	103	-061	026	141	235	199	118	180	042	066	125	-009	021	050	049	-020	025	-072	115	037	205
	101	F-713	" Office Work	101	003	078	010	060	084	184	103	086	144	-067	048	171	287	264	164	241	073	064	132	015	104	080	110	071	105	003	128	071	228
	102	F-714	" Mech-Tech	102	010	-045	008	-086	054	017	034	-049	060	-016	-013	018	072	056	018	045	-049	-079	-017	-132	002	-069	-061	-051	-047	-066	030	-044	068
	103	F-715	" Skilled Trades	103	009	032	-009	039	044	111	119	083	139	-059	046	155	256	243	138	218	058	009	125	-055	069	048	065	019	055	-015	110	049	178
	104	F-716	" Farming	104	-036	-121	036	-093	-007	042	-021	010	039	-077	-016	-010	046	036	-037	013	-039	-084	011	-075	-050	-026	-068	-052	-080	009	-010	-087	043
	105	F-717	" Labor	105	033	050	046	036	047	152	099	069	159	-008	146	195	302	316	197	289	089	049	125	017	125	066	133	088	116	014	153	047	196
	106	C-001	Composite: I.Q.Comp.	106	364	149	137	278	256	470	334	397	343	021	277	547	689	678	648	696	495	416	518	366	453	532	511	466	608	349	871	479	565
	107	C-002	" Gen.Acad.Apt.	107	396	220	175	308	274	527	345	384	440	033	344	583	738	775	725	790	570	447	503	579	755	733	715	602	909	314	768	515	520
	108	C-003	" Verbal	108	390	235	164	294	265	529	345	365	457	059	385	586	745	781	719	792	546	431	462	623	828	750	759	598	962	218	640	451	465
	109	C-004	" Quantitative	109	208	148	142	195	165	333	166	230	317	005	211	351	484	561	460	536	341	314	364	338	375	469	383	332	496	281	382	326	362
	110	C-005	" Technical	110	379	208	240	293	330	524	351	420	431	079	427	569	805	902	710	874	440	390	518	328	463	491	509	328	554	200	626	520	743
	111	C-006	" Sci. Apt.	111	393	285	211	304	308	544	369	437	437	050	375	611	812	861	744	857	517	446	576	398	511	587	559	441	653	325	788	611	687

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Table V-2b (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83	Tidiness 84	Culture 85	Leadership 86
	1		Grade	067	099	154	151	168	200	004	170	282	-037	090	068	176	033	042	032	093	-071	096	067	058	138	102	077	071	139	119	065	-070
	2		Sex (1=M, 2=F)																													
1	3	R-101	Info I: Screening	101	080	221	275	187	287	-039	237	496	122	042	147	171	-035	-068	039	332	140	221	169	195	297	221	123	234	275	187	307	-074
2	4	R-102	" Vocab I	296	270	375	433	319	468	001	412	438	168	-006	137	132	-080	-116	-036	316	234	223	216	129	288	197	120	284	214	183	213	-109
3	5	R-103	" Literature	230	223	271	265	284	332	026	303	289	106	091	105	049	-100	-053	-046	256	209	289	175	153	237	092	075	181	157	178	158	-118
4	6	R-104	" Music	059	084	148	199	248	280	026	255	284	163	077	084	120	-024	-002	041	162	157	159	082	109	244	290	170	301	207	265	216	105
5	7	R-105	" Soc.Studies	180	143	385	440	334	481	002	425	421	147	003	101	105	-089	-135	-033	330	228	278	165	132	316	188	089	272	242	225	236	-022
6	8	R-106	" Math	130	094	153	277	229	315	052	290	236	197	076	040	191	074	069	042	024	120	094	021	248	322	216	203	247	367	306	285	097
7	9	R-107	" Phys. Sci	136	207	294	370	286	395	-042	332	310	121	-002	124	161	-015	-067	031	141	113	131	144	180	262	169	099	223	182	218	218	-015
8	10	R-108	" Bio. Sci	168	214	324	328	272	374	032	342	342	097	-067	039	098	-129	-174	-086	254	212	257	122	052	263	147	095	181	129	132	159	-048
9	11	R-109	" Sci_Attitude	275	275	368	391	240	392	087	372	309	096	-046	153	068	-105	-127	008	254	209	164	201	101	211	105	057	178	129	052	131	-127
10	12	R-110	" Aero & Space	080	188	277	349	177	325	-035	272	220	079	-027	075	043	-074	-176	-070	188	157	199	159	062	288	185	107	285	177	261	248	032
11	13	R-111	" Elec & Electron	211	179	369	352	293	344	048	322	307	126	-024	066	196	-065	-073	-067	147	155	099	145	179	298	221	093	280	260	256	240	006
12	14	R-112	" Mechanical	212	234	267	329	234	350	-027	297	370	136	-012	092	165	-009	-075	-021	202	112	129	143	169	351	290	151	366	273	279	355	-022
13	15	R-113	" Farming	214	191	229	376	264	397	018	356	432	208	056	132	192	014	-020	023	236	142	154	161	221	361	277	149	328	273	202	258	-043
14	16	R-114	" Home Ec	136	060	164	281	293	358	047	334	325	146	101	170	194	060	044	127	117	060	112	129	245	323	282	212	345	314	244	280	028
15	17	R-115	" Sports	103	153	367	348	208	345	-094	266	371	096	090	168	162	-062	-026	067	207	154	232	175	243	324	182	116	324	224	185	248	027
	18	R-131	Info II: Art	180	167	261	295	242	334	-022	286	258	077	-082	040	047	-070	-152	-059	226	151	142	102	139	252	096	096	227	183	158	216	-035
	19	R-132	" Law	114	122	230	307	266	357	-081	283	311	120	-018	059	172	-093	-102	001	130	214	169	080	070	216	110	047	205	181	158	164	019
	20	R-133	" Health	118	169	284	286	310	373	014	334	388	073	-080	095	135	-129	-101	-015	258	223	164	127	086	270	159	058	190	157	195	152	-005
	21	R-134	" Engineering	177	060	240	261	259	324	003	287	307	175	-021	023	150	-064	-082	-088	152	219	123	103	204	225	179	065	224	260	157	214	080
	22	R-135	" Architecture	004	009	108	130	179	194	-014	165	188	042	011	-012	089	019	-020	-058	097	007	064	031	122	166	129	037	120	126	121	164	-027
	23	R-136	" Journalism	023	074	179	121	083	076	-093	030	062	038	-054	073	015	-017	-077	015	049	052	047	088	052	095	025	070	061	-027	067	028	-021
	24	R-137	" Foreign Travel	196	175	208	185	163	217	-039	176	214	114	009	137	111	074	-031	074	098	-009	080	127	057	112	120	074	157	123	124	100	061
	25	R-138	" Military	055	002	073	159	183	214	-005	167	160	081	085	-002	174	096	020	095	-038	-067	131	-079	190	193	196	121	197	186	241	149	146
	26	R-139	" Acct,Bus,Sales	195	182	224	274	228	312	056	297	251	070	-032	021	085	-070	-113	-083	170	145	165	096	090	208	122	035	185	178	132	171	-090
	27	R-140	" Pract.Knowl.	219	181	373	319	176	305	-063	244	355	033	-046	151	132	-165	-121	-061	226	240	152	206	104	225	129	009	192	144	121	157	-088
	28	R-141	" Clerical	119	081	048	096	068	102	123	139	223	060	120	-012	181	054	083	052	023	-024	072	-059	107	180	099	092	163	113	112	164	072
	29	R-142	" Bible	156	103	231	142	113	159	027	151	217	109	038	041	083	-017	-028	011	136	106	131	048	191	180	191	102	086	109	132	136	-058
	30	R-143	" Colors	114	175	139	055	134	119	015	111	129	023	038	074	-011	-076	-064	011	155	116	205	093	-062	132	094	000	090	179	097	177	-021
	31	R-144	" Etiquette	050	103	114	028	196	141	-033	111	163	100	065	051	133	139	074	019	015	-103	-020	054	175	151	055	047	109	185	173	152	049
	32	R-145	" Hunting	072	047	082	265	173	272	-059	216	247	075	-061	067	111	-044	-076	-006	134	115	032	096	066	177	091	051	130	097	065	200	003
	33	R-146	" Fishing	030	019	151	131	098	141	036	139	144	105	-032	138	085	066	-040	144	056	-005	016	071	215	268	152	144	199	229	167	231	014
	34	R-147	" Outdr Act(Other)	101	107	251	266	241	316	060	302	315	056	-085	040	079	-088	-153	-106	247	158	140	141	088	230	163	123	290	140	146	156	-024
	35	R-148	" Photography	167	101	231	188	089	171	-039	135	103	-021	-029	136	-018	-131	-118	-017	135	155	182	209	017	178	075	037	091	089	045	065	-005
	36	R-149	" Games	136	147	296	219	133	218	005	196	314	090	-001	116	233	-037	-055	048	058	117	108	119	059	284	156	158	263	168	233	155	-008
	37	R-150	" Theater,ballet	124	096	194	203	246	281	030	263	236	055	-008	041	147	-045	-062	013	078	101	109	100	144	197	133	084	180	221	231	246	-010
	38	R-151	" Foods	-040	-086	-066	-057	-047	-065	065	-031	-007	101	022	-010	031	070	002	065	-049	-014	028	-050	035	124	109	130	146	121	139	098	118
	39	R-152	" Miscellaneous	035	088	113	152	095	153	045	153	299	171	-039	058	146	-030	-074	024	097	170	071	059	160	219	144	102	223	139	121	210	020
	40	R-162	" Vocabulary II	230	272	374	341	241	361	-028	307	291	071	-098	064	047	-166	-160	-096	260	270	208	165	018	185	128	-042	221	134	097	143	-036
	41	R-172	Vocab Tot. (I & II)	282	309	428	458	333	492	-010	429	462	153	-027	128	118	-125	-150	-065	339	281	248	226	104	288	197	073	299	212	175	216	-095
16	42	R-190	Info I Total	241	241	390	476	357	518	005	458	496	187	035	155	189	-064	-093	001	308	227	258	211	229	410	286	170	379	322	297	334	-035
	43	R-192	Info II Total	221	195	373	379	336	446	002	393	439	165	-029	111	146	-067	-135	-006	240	199	214	156	202	367	242	142	322	298	278	300	000
	44	R-100	Info Total (I & II)	244	235	400	462	365	515	004	455	498	181	015	146	199	-088	-111	-002	298	227	254	201	229	412	283	168	375	327	303	336	-025
17	45	R-211	Memory for Sentences	276	228	335	322	277	373	012	334	385	121	-045	112	153	-049	-145	017	233	157	202	139	027	141	084	005	087	123	061	099	-122
18	46	R-212	Memory for Words	139	200	299	282	228	317	046	298	359	127	057	075	160	012	003	031	197	082	107	077	092	197	133	067	083	118	072	160	-117
19	47	R-220	Disguised Words	214	232	346	330	224	366	076	333	286	175	175	180	188	097	110	130	081	008	127	160	165	251	148	018	201	170	190	145	-067
20	48	R-231	English: Spelling	058	104	202	312	203	320	095	319	355	098	068	032	185	-075	-015	-026	161	142	167	064	-020	211	131	020	129	151	114	139	032
21	49	R-232	" Capitalization	193	230	327	298	299	371	075	357	439	060	-004	152	114	-123	-143	028	340	206	280	185	-008	198	147	-006	116	197	102	156	-077
22	50	R-233	" Punctuation	171	266	361	420	259	421	203	452	333	052	-024	028	056	-197	-168	-108	297	297	291	125	-096	166	121	-016	052	175	111	161	-116
23	51	R-234	" Usage	145	214	357	373	275	402	030	366	393	066	019	108	111	-146	-113	002	293	224	264	145	105	187	133	-085	079	163	065	143	-104
24	52	R-235	" Eff. Exp.	173	210	316	323	294	385	003	340	288	038	-040	038	094	-223	-124	-093	200	319	171	127	-056	120	118	-051	073	089	047	110	-077
25	53	R-230	" Total	220	278	418	424	363	498	108	475	474	056	009	118	120	-192	-153	-031	361	293	326	186	-020	230	166	-044	116	211	107	177	-128
26	54	R-240	Word Functions	121	208	246	244	207	281	114	293	111	088	131	148	066	-013	090	156	041	084	082	075	017	059	074	011	066	114	064	121	023
27	55	R-250	Reading Comprehension	278	289	402	405	261	414	-010	360	373	147	049	137	094	-063	-077	029	292	195	255	163	108	231	184	017	226	177	123	176	-065
28	56	R-260	Creativity	258	361	342	256	221	297	049	281	190	120	051	067	038	-009	-029	-048	161	104	162	131	067	215	131	070	221	153	179	166	017
29	57	R-270	Mechanical Reasoning	369	519	485	313	277	367	061	348	284	146	041	321	109	-006	004	142	177	159	176	322	011	163	092	019	193	130	043	043	-135
30	58	R-281	Vis. in 2 Dimens		423	353	197	112	191	034	182	106	149	035	238	-027	-088	-032	061	148	229	136	276	-039	022	-038	-146	033	078	-031	-008	-209
31	59	R-282	Vis. in 3 Dimens	423		418	256	151	252	-020	215	114	007	028	104	-063	-109	-036	017	201	147	125	238	-153	-029	-071	-158	011	-022	-042	-081	-179
32	60	R-290	Abstract Reasoning	353	418		383	263	401	-039	338	252	027	-037	240	014	-165	-106	019	258	235	140	311	-160	056	-065	-126	018	071	006	-037	-174
33	61	R-311	Math I	147	256	383		282	788	074	724	407	138	-028	032	154	-119	-102	-075	256	261	150	105	005	196	092	-008	162	151	084	166	-027
34	62	R-312	Math II	112	151	263	282		813	080	748	362	035	-008	-021	149	-060	-064	-097	213	106	114	049	-006	116	103	059	153	158	119	090	-042
35	63	R-320	Math I & II	191	252	401	788	813		096	919	479	107	-022	006	189	-111	-103	-107	292	226	164	095	-000	193	122	033	196	193	127	159	-043
36	64	R-333	Math III	034	-020	-039	074	080	096		480	-025	096	086	-032	053	076	090	048	-092	-025	-009	-151	-082	099	023	004	034	030	011	083	011
37	65	R-340	Math Total(I+II+III)	182	215	338	724	748	919	480		412	132	014	-027	187	-068	-055	-076	221	189	141	024	-033	210	117	031	186	182	116	173	-036
42	66	R-410	Arith Computation	106	114	252	407	362	479	-025	412		232	242	191	633	073	120	126	317	083	244	150	179	217	216	115	257	243	219	254	052
43	67	R-420	Table Reading	149	007	027	138	035	107	096	132	232		402	245	353	641	406	376	-179	-065	-015	028	414	223	209	185	216	279	208	224	220
44	68	R-430	Clerical Checking	035	028	-037	-028	-008	-022	086	014	242	402		340	351	417	877	486	-166	-233	236	069	274	128	165	105	146	177	104	101	111
45	69	R-440	Object Inspection	238	184	240	032	-021	006	-082	-027	191	245	360		149	102	255	685	026	095	168	806	122	150	057	062	037	095	075	083	-040
46	70	A-410	Arith Computation	-027	-063	014	154	149	189	053	187	633	353	351	149		434	394	360	-533	-293	-091	-089	318	205	205	187	263	302	278	236	219
47	71	A-420	Table Reading	-088	-109	-165	-119	-060	-111	076	-068	073	641	417	102	434		529	480	-451	-808	-232	-250	448	160	172	219	193	229	181	154	293
48	72	A-430	Clerical Checking	-032	-034	-106	-102	-084	-103	090	-055	120	406	877	255	394	529		503	-352	-376	-260	-061	334	135	147	116	139	190	099	103	189
49	73	A-440	Object Inspection	061	017	019	-075	-097	-107	068	-076	126	376	486	685	360	480	503		-304	-335	-040	122	329	206	157	186	135	186	097	120	107
38	74	F-410	Arith Computation	148	201	258	256	213	292	-092	221	317	-179	-166	026	-533	-451	-352	-304		449	377	282	-195	-014	-015	-103	-042	-105	-101	-012	-211
39	75	F-420	Table Reading	229	147	235	261	106	226	-025	189	083	-065	-233	055	-293	-808	-376	-335	449		290	347	-265	-036	-064	-143	-085	-083	-075	-029	-212
40	76	F-430	Clerical Checking	136	125	140	150	114	164	-009	141	244	-015	236	168	-091	-232	-260	-040	377	290		261	-123	-015	-006	-024	012	-029	010	-006	-160
41	77	F-440	Object Inspection	276	238	311	105	049	095	-151	024	158	028	069	806	-089	-250	-061	122	282	347	261		-100	037	-049	-066	-059	-027	023	-094	-141
50	78	A-500	Preferences	-039	-153	-160	005	-006	-000	-082	-033	179	414	274	122	318	448	334	329	-195	-265	-123	-100		348	363	374	320	422	315	367	216
51	79	R-601	SAI: Sociability	022	-029	056	196	116	193	099	210	217	223	128	150	205	160	135	206	-014	-036	-015	037	348		580	495	584	580	566	620	310
52	80	R-602	" Soc.Sensitivity	-038	-071	-045	042	103	122	023	117	216	209	145	057	205	172	147	157	-015	-064	-006	-049	363	580		543	638	650	652	657	460
53	81	R-603	" Impulsiveness	-146	-158	-126	-008	059	033	004	031	115	185	105	062	187	219	116	186	-103	-143	-074	-066	376	495	543		489	421	503	470	414
54	82	R-604	" Vigor	033	011	018	162	153	196	034	186	257	216	146	037	263	193	139	135	-042	-085	012	-059	320	584	638	489		579	620	647	485
55	83	R-605	" Calmness	078	-022	071	151	158	193	030	182	243	279	177	095	302	229	190	186	-105	-083	-029	-022	422	580	650	423	579		554	611	415
56	84	R-606	" Tidiness	-031	-042	006	084	119	127	011	116	219	208	104	075	278	181	099	097	-101	-075	010	023	315	566	652	503	620	554		678	515
57	85	R-607	" Culture	-008	-081	-037	166	090	159	083	173	254	224	101	003	236	154	103	120	-012	-029	-006	-094	347	620	657	470	647	611	678		393
58	86	R-608	" Leadership	-209	-179	-174	-027	-042	-043	011	-034	052	228	111	-040	219	293	189	107	-211	-212	-160	-141	216	310	460	414	485	415	515	393	
59	87	R-609	" Self-Confidence	003	006	048	087	131	137	-005	119	186	072	105	184	090	060	067	160	092	-023	075	121	315	391	267	273	205	340	209	286	083
60	88	R-610	" Mature Personality	-050	-094	-047	034	101	085	076	105	164	160	146	053	192	151	151	136	-056	-073	-012	-039	383	575	690	499	599	656	656	665	678
	89	F-701	Int Inv: Phys Sci	040	005	-054	-024	-140	-105	-022	-101	-177	-021	-096	050	-232	-037	-070	-114	091	032	-051	161	009	-031	-073	030	-154	-169	-093	-114	-160
	90	F-702	" Biol Sci & Med	102	131	043	044	-087	-029	-043	-043	-135	-009	-107	055	-236	-083	-130	-108	141	101	049	163	-077	-076	-117	-010	-124	-138	-133	-153	-177
	91	F-703	" Pub Serv.	064	098	042	-001	-094	-061	-095	-076	-119	032	-080	-005	-186	-031	-107	-149	097	065	057	114	-014	-065	-070	-011	-101	-145	-093	-157	-116
	92	F-704	" Lit-Ling.	067	080	085	045	-035	005	000	004	-062	019	-124	060	-184	-040	-125	-138	159	066	003	194	-014	-005	-073	030	-108	-106	-099	-136	-204
	93	F-705	" Soc.Serv.	104	106	126	083	-026	034	-048	011	-051	-016	-132	063	-203	-078	-170	-153	193	089	080	210	-034	-024	-087	025	-098	-133	-073	-133	-144
	94	F-706	" Artistic	-035	026	043	038	-015	013	-052	-009	-002	-037	-074	018	-120	-075	-088	-093	145	068	030	100	-039	-015	-016	036	-056	-112	-056	-071	-163
	95	F-707	" Musical	090	110	169	165	115	174	-016	147	035	008	-113	-021	-113	-090	-142	-151	175	123	059	094	-002	032	-084	-016	-059	-101	-054	-073	-191
	96	F-708	" Sports	090	-006	-084	-121	-141	-164	-018	-152	-232	-062	-077	-000	-236	001	-047	-114	035	-049	-060	092	-084	-188	-136	-018	-211	-192	-073	-155	-049
	97	F-709	" Outdr Rec.	-029	-042	-175	-108	-127	-147	-043	-146	-216	023	-003	-038	-159	106	032	-064	-041	-121	-072	000	-036	-177	-129	-039	-153	-169	-042	-159	-090
	98	F-710	" Bus.-Mgmt.	106	087	078	013	-040	-017	022	-007	-121	028	-105	030	-195	-072	-118	-164	107	116	027	174	-076	-038	-072	025	-085	-141	-066	-135	-137
	99	F-711	" Sales	063	088	109	038	-015	014	060	036	-056	072	-049	070	-146	-040	-073	-118	118	107	049	191	-056	-071	-025	005	-078	-122	-023	-097	-127
	100	F-712	" Computation	101	099	166	109	-002	065	-005	055	-063	001	-131	045	-231	-100	-134	-192	211	131	048	217	-049	-006	-065	048	-046	-117	-081	-112	-161
	101	F-713	" Office Work	138	114	217	136	087	139	-044	105	-012	004	-126	078	-168	-095	-153	-130	193	127	054	211	-041	039	-024	037	-033	-061	002	-087	-141
	102	F-714	" Mech-Tech	112	063	063	-027	-028	-034	-009	-034	-181	035	-143	053	-263	-003	-128	-078	125	030	-030	136	-037	-075	-095	016	-087	-137	-038	-119	-083
	103	F-715	" Skilled Trades	119	092	136	098	011	066	-012	054	-052	045	-115	102	-161	-074	-155	-100	141	131	082	220	-015	-020	-034	-006	-045	-093	-011	-079	-142
	104	F-716	" Farming	070	019	059	020	-020	-001	-008	-004	-061	001	-024	058	-091	036	-008	-056	045	018	-031	125	024	-098	-100	055	-112	-140	-010	-164	-073
	105	F-717	" Labor	148	107	191	129	112	150	-072	104	041	038	-092	040	-163	-089	-148	-122	245	145	115	153	053	-015	-002	-002	005	-051	019	-012	-193
	106	C-001	Composite: I.Q.Comp.	363	412	751	655	337	614	-004	940	431	135	007	189	102	-136	-116	006	347	280	249	253	001	212	116	-043	185	174	097	133	-118
	107	C-002	" Gen.Acad.Apt.	302	361	553	603	517	698	082	647	535	122	016	133	158	-166	-143	-037	391	310	122	212	028	282	195	-003	213	252	157	215	-110
	108	C-003	" Verbal	266	316	457	467	393	536	085	506	506	093	016	135	132	-131	-159	-064	391	312	149	220	030	273	185	-007	183	233	147	207	-137
	109	C-004	" Quantitative	187	192	322	653	761	684	479	969	413	161	037	-021	213	-045	-029	-054	191	181	133	015	029	262	150	083	225	247	180	221	-066
	110	C-005	" Technical	290	375	452	494	327	485	012	432	419	175	008	105	173	-048	-098	006	245	197	213	247	149	356	248	120	346	262	256	279	-053
	111	C-006	" Sci. Apt.	354	424	635	656	478	705	112	665	482	183	020	167	170	-092	-103	-011	318	260	249	236	077	326	206	057	302	260	211	242	-075

continued on next page

Table V-2b (continued)

Var*	Var	Code	Description		Self-Confidence 87	Mature Personality 88	Phys Sci. 89	Biol Sci & Med 90	Pub Serv. 91	Lit-Ling. 92	Soc.Service 93	Artistic 94	Musical 95	Sports 96	Outdr Rec. 97	Bus.-Mgmt. 98	Sales 99	Computation 100	Office Work 101	Mech-Tech 102	Skilled Trades 103	Farming 104	Labor 105	I.Q. Comp. 106	Gen.Acad.Apt. 107	Verbal 108	Quantitative 109	Technical 110	Sci. Apt. 111	MEAN	S.D.
	1		Grade	1	108	065	-007	037	-011	072	098	086	100	-060	-072	029	061	074	142	-001	133	-002	193	141	199	198	163	229	208	8.0018	2.1988
	2		Sex (1=M, 2=F)	2																										1.0000	.0000
1	3	R-101	Info I: Screening	3	319	253	003	035	056	113	089	134	142	-070	-132	042	076	123	123	-005	140	027	165	413	521	544	284	525	496	8.7986	2.6681
2	4	R-102	" Vocab I	4	267	148	041	081	159	186	199	153	277	-020	-120	173	175	240	294	087	262	067	302	633	681	688	464	777	765	5.9364	3.3107
3	5	R-103	" Literature	5	252	092	083	082	081	095	180	075	234	-035	-093	108	202	203	233	148	244	068	249	483	565	635	378	404	602	5.9096	2.9349
4	6	R-104	" Music	6	134	238	-017	-030	016	-026	083	058	052	-104	-125	058	103	082	147	091	096	029	151	281	408	438	326	423	404	2.5901	1.7869
5	7	R-105	" Soc.Studies	7	225	195	-059	-044	057	017	086	036	159	-112	-181	066	152	156	218	064	183	062	281	640	683	657	479	666	717	6.6643	4.1630
6	8	R-106	" Math	8	247	329	-101	-119	009	-059	-007	-062	093	-112	-075	018	016	017	050	-053	063	-084	092	323	446	426	509	478	493	3.7491	2.1546
7	9	R-107	" Phys. Sci	9	248	150	-029	-043	089	060	146	041	141	-030	-103	083	130	111	225	071	177	059	223	509	556	538	389	154	679	4.4452	2.6092
8	10	R-108	" Bio. Sci	10	219	167	-016	-033	008	019	091	-006	111	-130	-147	030	094	129	113	012	104	000	127	498	568	560	372	682	631	3.3004	1.9032
9	11	R-109	" Sci Attitude	11	081	065	086	113	086	174	197	145	222	-012	-135	152	187	147	242	091	263	072	271	528	502	581	391	611	619	3.0707	1.8704
10	12	R-110	" Aero & Space	12	160	146	066	068	086	111	175	126	156	-065	-082	147	179	204	261	093	276	097	269	441	448	450	312	632	570	2.2935	1.5830
11	13	R-111	" Elec & Electron	13	226	216	-037	022	105	065	100	065	159	-099	-121	077	128	123	138	009	131	023	179	482	541	551	392	773	671	4.3004	2.4141
12	14	R-112	" Mechanical	14	262	258	007	080	083	138	195	122	196	-094	-167	142	188	185	192	-023	200	007	278	490	543	539	342	805	685	6.3180	3.3013
13	15	R-113	" Farming	15	290	241	017	076	094	130	146	126	211	-068	-194	110	147	172	195	009	177	-060	246	496	593	606	385	684	640	4.3251	2.5265
14	16	R-114	" Home Ec	16	266	257	-028	-054	-001	019	046	012	084	-093	-163	033	064	068	172	-019	121	-011	241	357	446	435	386	556	513	4.9505	2.5372
15	17	R-115	" Sports	17	264	156	-039	-044	000	-005	030	068	099	-213	-124	006	042	100	166	027	130	005	208	495	556	565	313	545	559	3.6360	2.2436
	18	R-131	Info II: Art	18	231	157	-034	003	043	036	109	-080	185	-041	-124	067	062	122	168	088	149	-006	209	464	522	528	329	515	539	2.7385	1.8950
	19	R-132	" Law	19	160	094	-179	-125	-052	-076	-038	-039	073	-237	-257	-104	-125	-033	058	-069	025	-129	068	401	442	417	308	379	431	2.5548	1.4488
	20	R-133	" Health	20	168	128	-087	-072	044	-014	007	015	136	-141	-226	047	027	052	125	-029	049	-038	135	538	594	566	386	487	575	2.6042	1.8312
	21	R-134	" Engineering	21	238	246	-093	-083	-014	-018	039	-047	029	-164	-165	-024	005	013	054	-037	080	-062	117	361	412	408	330	430	443	1.5901	1.1368
	22	R-135	" Architecture	22	145	102	-046	-018	-017	-022	019	015	-052	-072	-075	-075	-004	028	-005	039	080	018	106	209	274	294	180	241	257	1.5654	1.0511
	23	R-136	" Journalism	23	092	-034	-016	-096	048	021	022	-034	053	-042	-049	-003	069	055	066	024	097	131	087	245	186	183	069	295	260	.6820	.7081
	24	R-137	" Foreign Travel	24	111	095	029	069	144	123	185	044	148	009	-088	135	141	175	254	079	176	040	203	360	371	362	204	413	419	1.3816	1.0993
	25	R-138	" Military	25	129	196	-082	-104	-064	-088	-020	-027	-008	-048	-049	-062	-035	-038	-018	040	030	-008	010	250	306	299	231	248	284	1.3675	1.1757
	26	R-139	" Acct,Bus,Sales	26	148	162	-001	014	075	082	117	075	141	-030	-152	046	096	123	138	059	138	-043	210	441	507	509	339	485	516	2.1166	1.4232
	27	R-140	" Pract.Knowl.	27	216	118	-112	-021	010	002	025	021	140	-167	-291	022	004	110	138	-032	074	-040	154	529	557	554	284	525	557	1.3640	1.0972
	28	R-141	" Clerical	28	123	147	-055	001	046	-031	002	-041	-037	-048	-118	-034	029	015	040	010	093	013	082	130	191	219	178	293	243	.6820	.6026
	29	R-142	" Bible	29	210	195	-076	-126	-003	-059	-023	-070	005	-109	-183	-051	011	001	003	010	009	-036	033	364	396	390	208	379	393	3.3428	2.0157
	30	R-143	" Colors	30	119	101	023	037	-033	028	006	015	086	-036	-212	-014	022	021	078	-045	032	-121	050	149	220	235	148	208	205	.8375	.7730
	31	R-144	" Etiquette	31	196	124	046	-011	018	037	022	059	080	-062	-033	-013	006	055	010	008	-009	036	046	137	175	164	142	240	211	.4099	.5664
	32	R-145	" Hunting	32	102	102	028	045	008	047	017	036	113	-150	-236	-005	-006	130	060	-086	039	-093	036	278	308	294	195	293	304	1.3640	1.0678
	33	R-146	" Fishing	33	214	141	016	025	065	063	049	050	125	-079	-101	030	015	055	084	054	044	-007	047	256	274	265	165	330	308	.9929	.9453
	34	R-147	" Outdr Act(Other)	34	214	173	-036	-009	076	080	077	034	107	-108	-165	068	083	180	184	017	111	042	152	470	527	529	333	524	544	2.2085	1.5190
	35	R-148	" Photography	35	219	078	008	013	055	014	090	019	121	-030	-042	091	075	111	103	034	119	-021	099	334	365	365	166	351	369	.5618	.6460
	36	R-149	" Games	36	114	084	-096	-013	026	020	040	057	100	-157	-223	017	067	062	086	-049	083	010	069	397	384	365	230	420	437	1.2933	1.0152
	37	R-150	" Theater, ballet	37	174	107	029	-011	-027	015	088	006	144	-055	-173	055	103	103	144	060	139	039	159	343	440	457	317	431	437	1.9046	1.2239
	38	R-151	" Foods	38	078	131	-110	-081	-032	-081	-134	-088	-106	-044	-078	-044	034	-061	-067	-016	-059	-077	-008	021	033	059	005	079	050	.6537	.7682
	39	R-152	" Miscellaneous	39	156	137	-076	-052	029	-004	-014	-037	077	-153	-167	018	036	026	048	-013	046	-016	146	277	344	385	211	427	375	2.4841	1.6638
	40	R-160	" Vocabulary II	40	220	134	-072	001	049	042	099	-011	112	-056	-189	052	093	141	171	018	155	-010	195	547	583	586	351	569	611	2.4240	1.7515
	41	R-172	Vocab Tot. (I & II)	41	286	163	002	061	138	155	188	110	251	-037	-164	150	168	235	287	072	256	046	302	689	738	745	484	805	812	8.3604	4.4368
16	42	R-190	Info I Total	42	332	272	-004	019	092	101	167	104	226	-115	-188	119	181	199	264	056	243	036	316	678	775	781	541	902	861	70.3675	27.2840
	43	R-192	Info II Total	43	311	255	-087	-061	037	014	067	-005	163	-171	-288	016	058	118	164	018	138	-037	197	648	725	719	460	710	744	34.6600	14.0540
	44	R-100	Info Total (I & II)	44	339	278	-032	-007	077	076	140	072	214	-138	-229	089	147	180	241	045	218	013	289	696	790	792	536	874	857	105.0200	39.6620
17	45	R-211	Memory for Sentences	45	131	065	-081	-062	-021	043	086	026	158	-131	-208	-023	-045	042	073	-049	058	-039	089	495	570	546	341	440	517	6.4064	3.2781
18	46	R-212	Memory for Words	46	209	104	-052	-033	021	043	043	022	054	-129	-184	-009	042	066	064	-079	009	-084	049	416	447	431	314	390	446	6.6855	3.6139
19	47	R-220	Disguised Words	47	154	108	-049	-041	032	062	081	052	139	-040	-049	043	080	125	132	-017	125	011	125	518	503	462	364	518	576	6.6078	3.8109
20	48	R-231	English: Spelling	48	203	133	-122	-103	-075	-089	-030	-035	004	-089	-180	-074	-035	-009	015	-132	-055	-075	017	366	579	623	338	328	398	4.6360	2.4865
21	49	R-232	" Capitalization	49	216	112	-081	-058	-052	-000	024	-015	043	-116	-164	-029	042	021	104	002	069	-050	125	453	755	828	375	463	511	21.5866	7.1182
22	50	R-233	" Punctuation	50	166	122	-059	-029	-042	-001	042	010	097	-041	-147	-028	070	050	080	-069	048	-026	066	532	733	750	469	491	587	10.2403	3.7349
23	51	R-234	" Usage	51	217	098	-054	003	-019	003	039	009	203	-191	-248	-001	053	049	110	-061	065	-068	133	511	715	759	383	509	559	10.9780	3.8361
24	52	R-235	" Eff. Exp.	52	109	086	-113	-016	-053	-048	-045	014	091	-098	-186	-034	-019	020	071	-051	019	-052	088	466	602	598	332	328	441	5.1060	2.4457
25	53	R-230	" Total	53	248	155	-113	-056	-075	-028	007	-021	111	-146	-236	-034	036	025	105	-047	055	-080	116	608	909	962	496	554	653	52.5600	15.3339
26	54	R-240	Word Functions	54	027	116	-168	-088	-068	-074	-048	-033	002	-070	-097	-108	-018	-072	003	-066	-015	009	014	349	314	218	281	200	325	5.0389	2.3630
27	55	R-250	Reading Comprehension	55	189	151	-090	-060	043	010	051	-019	167	-145	-232	036	065	115	128	030	110	-010	153	871	768	640	382	626	788	12.6360	7.2036
28	56	R-260	Creativity	56	196	074	-095	-024	001	006	062	-032	154	-066	-115	009	060	037	071	-044	049	-087	047	479	515	451	326	520	611	4.5901	2.7357
29	57	R-270	Mechanical Reasoning	57	162	037	032	128	137	186	195	107	212	-040	-136	184	190	205	228	068	178	043	196	565	520	465	362	743	687	7.3251	3.5119
30	58	R-281	Vis. in 2 Dimens	58	003	-050	040	102	064	067	104	-035	090	090	-029	106	063	101	138	112	119	070	148	363	302	266	187	290	354	8.9117	5.5604
31	59	R-282	Vis. in 3 Dimens	59	006	-094	005	131	098	080	106	026	110	-006	-042	087	088	099	119	063	092	019	107	412	361	316	192	375	424	5.9258	2.7129
32	60	R-290	Abstract Reasoning	60	048	-067	-056	043	042	055	126	043	169	-084	-175	078	109	166	217	063	136	059	191	751	553	457	322	452	635	4.8057	2.9489
33	61	R-311	Math I	61	087	034	-024	044	-001	045	083	038	165	-121	-108	013	038	109	136	-027	098	020	129	655	603	467	653	454	656	4.2226	2.2715
34	62	R-312	Math II	62	131	101	-140	-087	-094	-035	-026	-015	115	-141	-127	-040	-015	-002	087	-028	011	-020	112	337	517	393	761	327	478	5.3074	2.4044
35	63	R-320	Math I & II	63	137	085	-105	-029	-061	005	034	013	174	-164	-147	-017	014	065	139	-034	066	-001	150	614	698	536	884	485	705	9.5300	3.7447
36	64	R-333	Math III	64	-005	076	-022	-043	-055	000	-048	-052	-016	-018	-043	022	060	-005	-044	-009	-012	-008	-072	-004	082	085	479	012	112	2.1625	1.6806
37	65	R-340	Math Total(I+II+III)	65	119	105	-101	-043	-076	004	011	-009	147	-152	-146	-007	036	055	105	-034	054	-004	104	540	647	506	969	432	465	11.6926	4.2494
38	66	R-410	Arith Computation	66	186	164	-177	-135	-119	-062	-051	-002	033	-232	-216	-121	-056	-063	-012	-181	-052	-061	041	431	535	506	413	419	402	23.6643	10.0698
39	67	R-420	Table Reading	67	072	160	-021	-009	032	019	-016	-037	008	-062	023	028	072	001	004	035	045	081	038	135	122	093	161	175	183	6.3675	5.9022
40	68	R-430	Clerical Checking	68	105	146	-096	-107	-080	-124	-132	-074	-113	-077	-003	-105	-049	-131	-126	-143	-115	-024	-092	007	016	014	037	008	020	27.5371	13.3558
41	69	R-440	Object Inspection	69	184	053	050	055	-005	060	063	018	-021	-000	-038	030	070	045	078	053	102	058	040	189	133	135	-021	185	167	16.9717	7.2796
42	70	A-410	Arith Computation	70	090	192	-232	-236	-186	-184	-203	-120	-113	-236	-159	-195	-146	-231	-168	-263	-161	-091	-163	102	158	132	213	173	170	32.6855	15.0520
43	71	A-420	Table Reading	71	060	151	-037	-083	-031	-040	-078	-075	-090	001	106	-072	-040	-100	-095	-003	-074	034	-089	-136	-166	-191	-045	-048	-092	19.0035	19.9738
44	72	A-430	Clerical Checking	72	067	151	-070	-130	-107	-125	-170	-088	-142	-047	032	-118	-073	-154	-153	-128	-155	-008	-148	-116	-143	-159	-029	-098	-103	37.7491	17.9223
45	73	A-440	Object Inspection	73	160	136	-114	-108	-149	-138	-153	-093	-151	-116	-064	-164	-118	-192	-130	-078	-100	-056	-122	006	-037	-044	-054	006	-011	21.2367	8.6748
46	74	F-410	Arith Computation	74	092	-056	091	141	097	159	193	145	175	035	-041	107	118	213	193	125	141	045	265	347	391	391	191	245	318	-.3399	36.8683
47	75	F-420	Table Reading	75	-023	-073	032	101	065	066	089	068	123	-049	-121	116	107	131	127	030	131	018	145	280	310	319	183	197	260	-.6268	15.3579
48	76	F-430	Clerical Checking	76	075	-012	-051	049	057	003	080	030	059	-060	-072	027	049	048	054	-030	082	-031	115	249	322	349	133	213	249	-.0198	26.6190
49	77	F-440	Object Inspection	77	121	-039	161	163	114	194	210	100	094	092	000	174	191	217	211	136	220	125	153	253	212	220	015	247	236	12.7067	10.6825
50	78	A-500	Preference	78	315	383	009	-077	-014	-014	-034	-039	-002	-084	-036	-076	-056	-049	-041	-037	-015	024	053	001	028	030	029	149	077	58.1307	36.0289
51	79	R-601	SAI: Sociability	79	391	575	-031	-076	-065	-005	-024	-015	032	-188	-177	-038	-071	-006	039	-075	-020	-098	-015	212	282	273	262	356	326	4.3463	2.4042
52	80	R-602	" Soc.Sensitivity	80	267	690	-073	-117	-070	-073	-087	-016	-084	-134	-129	-072	-025	-064	-024	-095	-039	-100	-002	116	195	185	158	248	206	2.8657	1.9955
53	81	R-603	" Impulsiveness	81	273	499	030	-010	-011	030	025	036	-016	-018	-039	025	005	048	037	016	-006	055	-002	-043	-003	-007	083	120	057	1.9364	1.6619
54	82	R-604	" Vigor	82	205	599	-154	-126	-101	-108	-098	-056	-059	-211	-153	-085	-078	-046	-033	-087	-045	-112	005	185	213	183	225	346	302	2.4064	1.7728
55	83	R-605	" Calmness	83	340	654	-169	-138	-145	-106	-133	-112	-101	-192	-169	-141	-122	-117	-061	-137	-093	-140	-051	174	252	233	247	262	260	2.5548	1.8868
56	84	R-606	" Tidiness	84	209	656	-093	-133	-093	-099	-073	-056	-054	-073	-042	-066	-023	-081	002	-038	-011	-010	019	097	157	147	180	256	211	3.5053	2.2930
57	85	R-607	" Culture	85	286	645	-114	-153	-157	-136	-133	-071	-073	-155	-159	-135	-097	-112	-087	-119	-079	-164	-012	133	215	207	221	275	242	3.5018	2.1278
58	86	R-608	" Leadership	86	083	478	-160	-177	-116	-204	-144	-163	-191	-049	-000	-137	-127	-161	-141	-083	-142	-073	-193	-118	-110	-137	-006	-053	-075	1.3958	1.2795
59	87	R-609	" Self-Confidence	87		.335	-053	-079	-058	-013	-063	-020	013	-110	-138	-095	-075	-019	-032	-086	-082	-092	-052	156	263	292	168	289	250	3.5866	1.8476
60	88	R-610	" Mature Personality	88	335		-164	-179	-123	-125	-115	-063	-069	-132	-111	-105	-105	-117	-123	-177	-077	-162	-086	080	172	169	182	214	174	7.8233	4.0786
	89	F-701	Int Inv: Phys Sci	89	-053	-164		786	651	795	751	643	595	570	328	746	664	768	703	705	689	496	539	-082	-125	-074	-122	004	-071	49.1979	12.1409
	90	F-702	" Biol Sci & Med	90	-079	-179	786		621	751	729	642	601	558	316	747	657	758	677	614	654	424	547	-008	-055	-017	-078	061	004	25.6431	6.3818
	91	F-703	" Pub Serv.	91	-058	-123	651	621		757	683	583	551	418	254	739	598	687	587	500	623	400	468	063	-033	-015	-073	122	056	34.2580	11.2237
	92	F-704	" Lit-Ling.	92	-013	-125	795	751	757		811	743	713	528	320	835	706	813	744	623	753	490	584	053	000	027	-017	143	082	50.3428	11.4132
	93	F-705	" Soc.Serv.	93	-063	-115	751	729	683	811		660	634	561	339	790	705	777	751	646	770	527	616	104	048	074	-002	211	143	37.7703	8.5324
	94	F-706	" Artistic	94	-020	-063	643	642	583	743	660		625	469	329	698	586	661	635	536	645	439	516	016	-010	020	-029	100	044	22.5371	5.2546
	95	F-707	" Musical	95	013	-069	595	601	551	713	634	625		389	198	677	499	653	607	447	558	312	440	212	185	176	147	228	241	16.6990	4.1194
	96	F-708	" Sports	96	-110	-132	570	558	418	528	561	469	389		572	552	492	493	512	567	501	462	397	-153	-174	-126	-162	-098	-152	22.0212	6.3826
	97	F-709	" Outdr Rec.	97	-138	-111	328	316	254	320	339	329	198	572		351	393	318	285	413	366	494	300	-239	-258	-232	-149	-175	-226	7.8763	2.7884
	98	F-710	" Bus.-Mgmt.	98	-095	-105	746	747	739	835	790	698	677	552	351		777	813	755	670	796	510	671	057	001	023	-004	158	094	42.7065	9.9309
	99	F-711	" Sales	99	-075	-105	664	657	598	706	705	586	499	492	393	777		738	728	679	756	502	650	094	062	095	034	211	146	19.2191	4.9567
	100	F-712	" Computation	100	-019	-117	768	758	687	813	777	661	653	493	318	813	738		766	683	769	511	639	165	087	102	044	218	101	32.5088	7.5749
	101	F-713	" Office Work	101	-032	-123	703	677	587	744	751	635	607	512	285	755	728	766		722	791	507	734	201	161	179	098	262	231	23.2049	5.7930
	102	F-714	" Mech-Tech	102	-086	-177	705	614	500	623	646	536	447	567	413	670	679	683	722		771	596	683	037	-024	001	-043	047	023	44.1590	10.4596
	103	F-715	" Skilled Trades	103	-082	-077	689	654	623	753	770	645	558	501	366	796	756	769	791	771		574	781	147	104	135	056	237	184	50.1095	11.9133
	104	F-716	" Farming	104	-092	-162	496	424	400	490	527	439	312	462	494	510	502	511	507	596	574		524	023	-051	-042	-027	047	016	19.9223	5.6413
	105	F-717	" Labor	105	-052	-086	539	547	468	584	616	516	448	397	300	671	650	639	734	683	781	524		204	176	194	109	288	243	33.9576	6.9536
	106	C-001	Composite: I.Q.Comp.	106	156	080	-082	-008	043	053	104	016	212	-153	-239	057	094	165	201	037	147	023	204		843	692	528	679	903	78.8269	35.8438
	107	C-002	" Gen.Acad.Apt.	107	263	172	-125	-055	-033	000	048	-016	185	-174	-258	001	062	087	161	-024	104	-051	176	843		948	673	716	883	277.4276	82.7689
	108	C-003	" Verbal	108	292	169	-074	-017	-015	027	074	020	176	-126	-232	023	095	102	179	001	135	-042	194	692	948		545	695	773	66.7562	19.9144
	109	C-004	" Quantitative	109	168	182	-122	-078	-073	-017	-002	-029	147	-162	-149	-004	036	044	098	-043	056	-027	109	528	673	545		488	695	50.0459	17.1775
	110	C-005	" Technical	110	289	214	004	061	122	143	211	108	228	-098	-175	158	211	218	262	047	237	047	288	679	716	695	488		892	27.9823	11.4000
	111	C-006	" Sci. Apt.	111	290	174	-071	004	056	082	143	044	241	-192	-226	094	146	181	231	023	184	016	243	903	883	773	695	892		220.5901	79.8149

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-2a.

Table V-2 (continued)

Table V-2c. 15-year-old boys irrespective of school status (Population from Tables V-2a and V-2b combined) (N=3656)

Var*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25	Acct,Bus,Sales 26	Pract.Knowl. 27	Clerical 28
	1		Grade			389	404	372	298	380	333	303	355	354	294	259	349	324	288	351	327	310	368	296	217	260	284	190	319	359	280
	2		Sex (1=M, 2=F)																												
1	3	R-101	Info I: Screening	389			526	456	407	559	374	440	448	464	358	378	510	497	432	480	439	413	467	441	276	322	346	264	399	525	322
2	4	R-102	" Vocab I	404		526		742	656	757	688	724	679	644	652	634	659	599	525	616	675	620	675	570	478	571	592	480	604	591	448
3	5	R-103	" Literature	372		456	742		674	735	666	628	609	561	589	494	490	463	442	565	684	589	609	470	499	570	608	502	578	529	423
4	6	R-104	" Music	298		407	656	674		638	602	568	532	481	523	482	441	392	442	520	621	512	545	436	449	532	538	425	519	478	377
5	7	R-105	" Soc.Studies	380		559	757	735	638		656	690	652	600	597	541	566	544	496	633	654	617	652	521	478	559	623	497	591	576	420
6	8	R-106	" Math	333		374	688	666	602	656		674	576	539	561	574	484	421	441	532	568	542	567	461	447	501	518	423	538	456	430
7	9	R-107	" Phys. Sci	303		440	724	628	568	690	674		663	556	640	695	582	521	469	483	582	539	596	506	406	468	534	414	559	483	382
8	10	R-108	" Bio. Sci	355		448	679	609	532	652	576	663		540	568	550	577	555	478	468	544	515	596	494	406	444	499	388	483	472	364
9	11	R-109	" Sci Attitude	354		464	644	561	481	600	539	556	540		481	471	526	481	431	520	529	515	533	448	371	445	452	343	495	500	345
10	12	R-110	" Aero & Space	294		358	652	589	523	597	561	640	568	481		618	551	425	404	462	530	509	504	466	387	459	509	421	470	433	328
11	13	R-111	" Elec & Electron	259		378	634	496	482	541	574	695	550	471	618		649	462	445	367	479	480	484	491	336	397	425	323	455	425	323
12	14	R-112	" Mechanical	349		510	659	490	441	566	484	582	577	526	551	649		619	501	455	471	473	524	525	336	401	421	323	470	499	352
13	15	R-113	" Farming	324		497	599	463	392	544	421	521	555	481	425	462	619		466	439	429	450	493	460	311	357	371	293	418	426	329
14	16	R-114	" Home Ec	288		432	525	442	442	496	441	469	478	431	404	445	501	466		387	429	404	473	397	306	370	361	272	414	426	337
15	17	R-115	" Sports	351		480	616	565	520	633	532	483	468	520	442	367	455	439	387		520	500	508	404	366	489	456	427	476	496	362
	18	R-131	Info II: Art	327		439	675	684	621	654	568	582	544	529	530	475	471	429	429	520		579	608	503	459	543	591	455	561	561	416
	19	R-132	" Law	310		413	620	589	512	617	542	539	515	515	509	480	473	450	404	500	579		572	485	407	508	505	429	555	532	402
	20	R-133	" Health	368		467	675	609	545	652	567	596	596	533	504	486	524	493	473	508	608	572		520	417	506	518	396	545	575	417
	21	R-134	" Engineering	296		441	570	470	436	521	461	506	494	448	466	491	525	460	397	404	503	485	520		345	410	416	357	451	518	349
	22	R-135	" Architecture	217		276	478	499	449	478	447	406	406	371	387	336	336	311	306	366	459	407	417	345		381	421	372	397	353	302
	23	R-136	" Journalism	260		322	571	570	532	559	501	468	444	445	459	397	401	357	370	489	543	508	504	410	381		467	406	503	453	377
	24	R-137	" Foreign Travel	284		346	592	608	538	623	518	534	499	452	509	425	421	371	361	456	591	505	518	416	421	467		425	488	473	347
	25	R-138	" Military	190		264	480	502	425	499	423	414	388	343	421	323	323	293	272	427	455	429	396	357	372	406	425		411	357	298
	26	R-139	" Acct,Bus,Sales	319		399	604	578	519	591	538	509	483	495	470	455	470	418	414	476	561	555	565	451	397	503	488	411		513	386
	27	R-140	" Pract.Knowl.	359		525	591	529	478	576	456	483	472	500	433	425	499	426	426	496	561	532	576	510	353	453	473	357	513		388
	28	R-141	" Clerical	280		322	448	423	377	420	430	302	364	365	328	323	352	329	337	362	416	462	417	349	302	377	347	298	386	388	
	29	R-142	" Bible	269		379	575	601	482	601	518	520	503	473	459	370	405	414	376	435	529	510	517	419	393	454	478	421	466	465	354
	30	R-143	" Colors	094		173	289	260	260	243	260	250	224	208	203	223	206	173	187	180	265	235	240	194	204	201	238	176	224	199	163
	31	R-144	" Etiquette	179		228	327	293	272	305	328	284	246	285	237	241	239	222	213	286	290	265	282	249	223	252	250	231	269	246	215
	32	R-145	" Hunting	126		233	261	158	111	230	139	230	306	228	216	230	364	388	193	176	165	214	227	260	137	118	180	153	182	235	127
	33	R-146	" Fishing	142		249	298	238	207	250	214	271	315	245	270	259	329	326	265	233	259	270	289	288	186	190	188	178	242	277	204
	34	R-147	" Outdr Act(Other)	325		487	644	557	488	597	529	569	553	525	507	497	554	509	455	515	565	535	590	535	395	465	488	379	517	580	401
	35	R-148	" Photography	238		331	486	430	398	451	417	406	385	392	385	385	385	311	323	372	452	399	460	382	303	377	379	279	389	420	315
	36	R-149	" Games	254		365	499	490	450	484	479	448	399	409	374	372	360	305	349	440	482	432	453	398	319	384	392	334	414	452	341
	37	R-150	" Theater,ballet	311		400	628	628	585	586	538	493	485	488	484	424	442	389	400	494	629	563	565	444	408	541	532	426	565	518	405
	38	R-151	" Foods	145		163	375	394	389	332	356	300	270	253	289	278	251	173	255	279	362	294	314	247	267	300	334	289	333	269	235
	39	R-152	" Miscellaneous	319		439	637	611	555	624	565	569	517	495	506	482	472	424	410	505	593	542	586	481	433	496	525	439	519	533	399
	40	R-162	" Vocabulary II	353		461	738	677	617	703	622	625	605	573	559	532	553	503	488	558	699	654	686	558	462	648	590	463	686	612	438
	41	R-172	Vocab Tot. (I & II)	412		536	965	766	685	786	768	734	696	659	660	636	662	602	546	634	729	674	724	603	503	639	631	505	676	638	474
16	42	R-190	Info I Total	436		614	897	820	761	868	798	834	776	713	739	767	751	675	635	694	725	640	727	621	523	614	649	520	658	639	491
	43	R-192	Info II Total	409		557	824	789	700	801	710	714	691	657	652	602	636	585	553	647	810	758	786	667	586	670	702	598	734	716	547
	44	R-100	Info Total (I & II)	437		609	894	829	744	865	787	812	765	711	726	715	729	660	622	694	772	724	765	652	558	648	683	560	701	681	522
17	45	R-211	Memory for Sentences	199		236	282	225	178	249	217	238	238	254	206	187	249	259	216	217	227	251	257	207	149	186	172	137	229	252	170
18	46	R-212	Memory for Words	219		265	429	418	367	416	440	389	340	333	290	258	273	279	254	352	372	357	376	285	284	300	327	265	329	322	275
19	47	R-220	Disguised Words	316		379	597	571	540	523	528	485	451	461	413	387	417	370	355	466	565	462	503	390	372	450	477	364	445	448	373
20	48	R-231	English: Spelling	327		414	538	514	464	521	508	440	411	392	321	317	353	376	316	476	454	413	484	358	332	415	422	323	404	410	376
21	49	R-232	Capitalization	338		463	470	424	357	466	395	408	390	406	323	324	400	384	309	414	404	371	425	352	261	328	345	246	366	420	286
22	50	R-233	" Punctuation	359		426	629	581	514	612	624	555	516	515	451	442	442	426	382	488	517	507	543	427	374	452	461	350	477	470	391
23	51	R-234	" Usage	367		439	569	547	461	552	519	509	481	485	426	413	462	445	361	456	494	475	519	410	341	416	443	321	461	461	338
24	52	R-235	" Eff. Exp.	306		376	519	486	427	503	463	436	424	479	382	347	399	385	348	442	449	445	461	373	304	394	388	249	396	431	304
25	53	R-230	" Total	422		527	684	632	550	662	623	586	552	567	471	462	514	501	427	567	578	548	605	482	401	495	511	380	519	549	421
26	54	R-240	Word Functions	254		293	550	535	484	526	629	502	467	447	405	392	353	354	325	433	450	448	473	355	384	412	418	342	430	370	347
27	55	R-250	Reading Comprehension	371		489	770	725	617	742	669	657	634	632	595	536	557	532	468	590	665	623	655	525	464	572	597	480	605	584	433
28	56	R-260	Creativity	281		365	607	552	513	523	534	532	502	486	507	528	520	436	415	413	540	403	507	466	384	439	450	359	470	459	365
29	57	R-270	Mechanical Reasoning	282		349	582	450	421	487	514	583	519	476	545	590	581	460	390	375	439	417	445	456	313	343	384	293	403	417	311
30	58	R-281	Vis. in 2 Dimens	210		245	357	302	282	317	343	344	291	321	283	299	333	276	239	292	312	264	278	293	222	237	254	197	275	289	215
31	59	R-282	Vis. in 3 Dimens	222		216	441	375	359	398	462	452	382	352	385	448	397	312	302	258	374	331	336	351	283	286	316	220	333	325	236
32	60	R-290	Abstract Reasoning	325		333	538	477	435	511	520	502	456	455	428	427	418	363	327	426	451	402	437	382	298	364	392	280	415	422	291
33	61	R-311	Math I	325		373	637	561	500	599	653	569	518	544	483	498	497	449	416	508	501	519	523	435	389	461	450	370	510	469	378
34	62	R-312	Math II	337		362	625	599	528	605	755	587	512	509	473	471	437	405	401	501	511	505	535	427	393	458	453	390	501	449	398
35	63	R-320	Math I & II	360		398	685	632	560	654	772	628	559	569	519	524	503	461	443	548	550	555	575	468	425	499	491	414	558	497	423
36	64	R-333	Math III	224		168	336	356	319	305	497	320	294	284	273	270	200	183	203	270	308	281	297	232	242	241	256	222	291	206	249
37	65	R-340	Math Total(I+II+III)	363		383	669	630	558	635	781	619	554	557	510	515	480	447	432	534	548	546	567	458	420	488	483	406	549	476	421
42	66	R-410	Arith Computation	335		467	448	407	369	468	453	362	325	395	258	274	332	357	317	486	374	368	421	345	281	321	322	261	373	411	329
43	67	R-420	Table Reading	173		177	188	197	193	167	184	140	111	155	105	113	130	106	128	195	178	150	172	149	130	117	163	115	168	194	146
44	68	R-430	Clerical Checking	160		140	107	143	152	102	115	056	031	073	014	027	034	020	069	135	122	077	090	064	092	080	104	078	094	111	140
45	69	R-440	Object Inspection	169		169	174	181	193	159	148	155	127	166	129	120	153	097	125	164	195	132	171	153	120	108	161	102	145	199	128
46	70	A-410	Arith Computation	194		239	221	217	206	235	274	189	132	192	110	129	167	181	161	284	193	194	220	172	164	165	168	159	191	195	199
47	71	A-420	Table Reading	-017		-088	-085	-053	-018	-101	-022	-081	-109	-072	-073	-078	-081	-087	-046	-052	-058	-075	-079	-074	000	-064	-033	-012	-055	-110	-002
48	72	A-430	Clerical Checking	065		028	-020	027	052	-021	015	-041	-075	-034	-071	-052	-060	-069	-004	022	014	-021	-023	-023	022	-007	005	003	-008	-014	063
49	73	A-440	Object Inspection	089		072	056	077	104	046	062	057	021	033	033	042	049	018	057	073	097	038	079	069	058	028	074	053	057	078	068
38	74	F-410	Arith Computation	273		418	412	356	310	426	355	321	333	367	260	260	327	324	286	393	335	324	372	316	228	288	285	204	336	387	259
39	75	F-420	Table Reading	239		314	327	305	264	316	257	261	252	271	209	223	249	225	209	302	287	267	300	267	166	217	241	160	270	360	189
40	76	F-430	Clerical Checking	282		307	327	318	289	312	271	237	240	265	188	182	220	202	190	307	290	248	285	220	196	228	263	201	265	321	235
41	77	F-440	Object Inspection	204		219	263	231	233	225	194	210	192	211	177	167	215	151	162	209	241	185	218	198	151	154	204	121	192	262	153
50	78	A-300	Preferences	007		118	-011	-012	-005	-021	-055	-032	-043	-038	-048	-029	-001	027	005	034	015	-019	011	020	008	-004	-013	038	-013	021	034
51	79	R-601	SAI: Sociability	162		254	170	161	163	164	099	083	114	144	067	056	142	150	164	278	178	129	182	157	107	138	096	118	175	217	150
52	80	R-602	" Soc.Sensitivity	140		216	210	222	204	205	186	171	159	160	125	126	133	139	181	192	228	151	207	154	148	176	160	159	186	187	169
53	81	R-603	" Impulsiveness	028		079	041	063	046	027	028	011	022	011	027	026	023	020	046	058	057	049	042	074	033	041	029	087	066	032	057
54	82	R-604	" Vigor	147		230	234	203	194	229	174	173	185	188	142	118	191	206	189	317	211	177	226	205	126	181	156	157	192	230	179
55	83	R-605	" Calmness	152		252	274	246	237	255	253	231	216	221	205	220	216	224	245	249	259	210	256	219	173	214	178	194	246	239	219
56	84	R-606	" Tidiness	140		228	203	179	206	192	183	154	146	143	121	135	146	144	180	196	212	151	216	167	151	158	146	133	173	219	189
57	85	R-607	" Culture	114		211	173	187	213	179	183	143	128	124	100	121	122	137	166	171	200	151	177	150	160	151	119	124	161	170	185
58	86	R-608	" Leadership	-032		016	029	061	094	037	084	020	-001	005	026	-015	-041	-005	044	114	075	042	036	017	047	079	041	087	053	025	109
59	87	R-609	" Self-Confidence	153		262	258	212	200	237	236	214	200	200	203	214	225	193	210	218	225	196	224	205	166	177	174	170	202	241	176
60	88	R-610	" Mature Personality	136		233	232	220	218	236	256	201	176	172	160	194	181	174	191	212	217	191	230	199	171	183	164	172	240	214	208
	89	F-701	Int Inv: Phys Sci	-046		-051	-198	-183	-201	-198	-326	[illegible]	-221	-147	-251	-276	-141	-096	-137	-151	-179	-176	-169	-161	-145	-165	-144	-157	-177	-123	-130
	90	F-702	" Biol Sci & Med	-036		-038	-132	-159	-175	-137	-207	-183	-178	-086	-149	-118	-030	-031	-110	-110	-153	-118	-145	-109	-106	-148	-111	-129	-118	-092	-117
	91	F-703	" Pub Serv.	008		017	001	-059	-050	-053	-052	014	020	007	036	066	100	063	-019	-069	-034	-040	002	029	-052	-070	-019	-076	-070	-005	-018
	92	F-704	" Lit-Ling.	042		062	-022	-134	-133	-073	-109	-023	-029	-002	-010	058	139	071	-011	-067	-091	-064	-027	015	-086	-110	-053	-115	-064	010	-050
	93	F-705	" Soc.Serv.	069		078	106	033	007	053	004	073	086	096	112	109	184	120	026	016	050	055	055	086	022	003	067	015	037	066	019
	94	F-706	" Artistic	046		057	007	-072	-087	-011	-048	-027	-039	029	-036	004	058	053	-025	034	-085	-004	-013	-027	-072	-042	-035	-037	-028	-001	-012
	95	F-707	" Musical	075		144	092	020	-108	082	007	069	061	100	037	062	162	148	058	115	019	073	069	060	006	023	064	017	051	095	036
	96	F-708	" Sports	-075		-120	-067	-076	-077	-113	-078	-055	-061	-084	-057	037	-030	-090	-049	-322	-087	-084	-089	-079	-059	-099	-061	-114	-069	-113	-074
	97	F-709	" Outdr Rec.	-043		-109	-018	019	039	-022	047	-018	-076	-047	-031	-001	-093	-165	-051	-058	000	-024	-043	-102	-002	-028	008	-020	004	-068	-008
	98	F-710	" Bus.-Mgmt.	014		032	077	019	011	029	017	091	076	059	098	124	121	082	006	-036	023	014	041	041	-013	-019	048	-015	-014	028	004
	99	F-711	" Sales	035		059	094	033	024	057	032	093	102	080	127	127	158	097	027	-001	040	037	057	076	007	002	069	013	007	055	037
	100	F-712	" Computation	029		051	043	005	-027	-006	-107	-016	045	034	028	014	085	066	-022	-043	013	-007	-005	017	-015	-011	033	-013	-036	018	-046
	101	F-713	" Office Work	139		160	241	200	144	206	149	204	198	212	214	194	219	163	101	158	194	165	169	151	105	124	196	115	155	180	074
	102	F-714	" Mech-Tech	092		088	173	236	180	194	147	116	106	142	088	-022	-031	030	051	149	193	138	142	037	102	151	183	141	135	120	118
	103	F-715	" Skilled Trades	152		176	291	278	229	272	230	244	215	240	236	192	169	149	130	190	256	213	221	161	143	186	244	154	192	196	161
	104	F-716	" Farming	056		059	130	163	162	115	149	121	047	077	109	098	-002	113	019	079	146	086	088	030	079	121	128	067	099	087	097
	105	F-717	" Labor	202		242	340	319	280	325	283	287	274	277	261	239	227	179	204	246	318	261	235	217	187	234	284	191	266	282	205
	106	C-001	Composite: I.Q.Comp.	401		487	784	721	627	750	721	688	648	653	607	576	585	562	484	610	661	627	657	539	466	569	590	466	621	595	443
	107	C-002	" Gen.Acad.Apt.	434		529	812	748	656	770	793	711	660	662	604	588	600	561	508	637	678	647	689	560	487	588	602	477	632	612	481
	108	C-003	" Verbal	452		568	835	798	662	773	715	690	654	645	588	559	598	569	502	640	694	643	696	558	486	595	611	473	622	623	477
	109	C-004	" Quantitative	371		394	698	664	592	664	871	655	578	573	542	547	496	450	448	555	573	564	588	476	445	508	510	429	566	489	442
	110	C-005	" Technical	365		505	798	653	598	712	690	857	765	620	774	856	812	626	547	522	615	593	636	599	439	505	557	432	566	555	419
	111	C-006	" Sci. Apt.	414		511	836	745	666	776	814	801	729	676	707	726	700	595	544	613	682	654	690	596	495	581	609	486	641	605	476

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Table V-2c (continued)

Var*	Var	Code	Description	Bible 29	Colors 30	Etiquette 31	Hunting 32	Fishing 33	Outdr Act(Other) 34	Photography 35	Games 36	Theater,ballet 37	Foods 38	Miscellaneous 39	Vocabulary II 40	Voc.Tot.(I & II) 41	Info I Total 42	Info II Total 43	Info Tot (I & II) 44	Mem.for Sentences 45	Mem.for Words 46	Disguised Words 47	Spelling 48	Capitalization 49	Punctuation 50	Usage 51	Eff. Exp. 52	Eng. Total 53	Word Functions 54	Reading Comp. 55	Creativity 56	Mech.Reasoning 57
	1		Grade	269	094	179	126	142	325	238	254	311	145	319	353	412	436	409	437	199	219	316	327	338	359	347	306	422	254	371	281	282
	2		Sex (1=M, 2=F)																													
1	3	R-101	Info I: Screening	379	173	228	233	249	487	331	365	400	163	439	461	536	614	557	609	236	265	379	414	443	426	439	376	527	293	489	365	349
2	4	R-102	" Vocab I	575	269	327	261	298	644	486	499	628	375	637	738	965	897	824	894	282	429	597	538	470	629	589	519	684	550	770	607	582
3	5	R-103	" Literature	601	260	293	158	238	557	430	490	628	396	611	677	766	820	789	829	225	418	571	516	424	581	547	486	632	535	725	552	450
4	6	R-104	" Music	482	260	272	111	207	488	398	450	585	389	555	617	685	741	700	744	178	367	540	464	357	514	461	427	550	484	617	513	461
5	7	R-105	" Soc Studies	603	243	305	230	250	597	451	484	586	332	624	703	786	868	801	865	249	416	523	521	466	612	552	503	662	526	742	523	487
6	8	R-106	" Math	518	260	328	139	214	529	417	479	538	356	565	622	708	798	710	787	217	440	528	508	395	624	519	463	623	629	669	534	516
7	9	R-107	" Phys. Sci	520	250	284	230	271	569	406	448	493	300	569	625	734	834	714	812	238	389	485	440	408	555	509	436	586	502	657	532	583
8	10	R-108	" Bio. Sci	503	224	246	306	315	553	385	399	485	270	517	605	696	776	691	765	238	340	451	411	390	510	481	424	552	467	634	502	519
9	11	R-109	" Sci Attitude	473	208	285	228	245	525	392	409	488	253	495	573	659	713	657	711	254	333	461	392	406	515	485	479	567	467	632	486	476
10	12	R-110	" Aero & Space	450	203	237	216	270	507	385	374	484	289	506	559	660	739	652	726	204	290	413	321	323	441	426	382	471	405	595	507	545
11	13	R-111	" Elec & Electron	370	223	241	238	259	497	385	372	424	278	482	532	636	747	602	715	187	258	387	317	329	442	413	367	462	392	536	528	590
12	14	R-112	" Mechanical	405	206	239	364	329	594	385	360	442	251	472	553	662	751	636	729	249	273	417	353	400	442	462	399	514	353	557	520	581
13	15	R-113	" Farming	414	173	222	388	326	509	331	305	389	173	424	503	602	675	585	660	259	279	370	376	384	428	445	385	501	354	552	436	460
14	16	R-114	" Home Ec	376	187	213	193	265	455	323	349	400	255	410	488	546	635	553	622	216	254	355	316	309	382	361	348	427	325	468	415	390
15	17	R-115	" Sports	435	180	286	176	233	515	372	440	494	279	505	558	634	694	647	694	217	352	464	476	414	488	456	442	567	433	590	413	375
	18	R-131	Info II: Art	529	265	290	165	259	565	452	462	629	362	593	699	729	725	810	772	227	372	545	454	404	517	494	449	578	450	665	540	439
	19	R-132	" Law	510	235	265	214	270	535	399	432	563	296	542	654	674	680	758	724	251	357	462	413	371	507	475	445	548	448	623	483	417
	20	R-133	" Health	517	260	282	227	289	590	460	453	565	316	586	686	724	727	786	765	257	374	503	486	425	563	519	461	605	473	655	507	465
	21	R-134	" Engineering	419	194	249	260	288	535	382	398	444	247	481	558	603	621	667	652	207	285	390	358	352	427	410	373	482	355	525	464	456
	22	R-135	" Architecture	393	204	223	137	186	395	363	319	408	267	433	462	503	523	586	558	149	284	372	332	261	374	361	304	401	384	464	384	313
	23	R-136	" Journalism	454	201	252	118	190	465	377	384	541	300	496	648	639	614	670	648	180	300	450	415	328	452	416	394	495	412	577	439	343
	24	R-137	" Foreign Travel	478	238	250	180	188	488	379	392	532	334	525	590	631	649	702	683	172	327	477	422	345	461	443	388	511	418	597	450	384
	25	R-138	" Military	421	174	231	153	178	379	279	334	426	289	439	463	505	520	598	560	137	265	344	323	246	350	321	293	380	342	480	359	293
	26	R-139	" Acct,Bus,Sales	466	224	269	182	242	517	389	414	565	333	519	686	676	658	734	701	229	329	445	404	366	477	441	396	519	430	605	470	403
	27	R-140	" Pract.Knowl.	465	199	246	235	277	580	420	452	518	269	533	612	638	639	716	681	252	322	446	410	420	470	461	431	549	370	584	458	617
	28	R-141	" Clerical	354	163	215	127	204	401	315	341	405	235	399	438	474	491	547	522	170	275	373	376	286	391	338	304	421	347	433	365	311
	29	R-142	" Bible		214	254	190	232	407	377	403	482	251	512	558	607	633	735	683	220	339	427	407	351	505	467	398	528	465	615	435	385
	30	R-143	" Colors	214		116	084	090	193	173	186	239	163	235	266	285	296	339	318	104	198	252	222	154	238	198	161	241	191	244	233	205
	31	R-144	" Etiquette	254	116		067	121	290	196	216	277	179	271	294	336	355	387	375	115	213	265	256	225	294	255	263	319	202	329	276	274
	32	R-145	" Hunting	190	084	067		359	295	154	150	141	045	193	231	267	293	331	313	142	095	122	115	153	155	199	153	195	121	227	213	297
	33	R-146	" Fishing	232	090	121	359		321	210	213	227	130	244	287	314	340	405	371	114	132	201	161	162	177	192	188	214	171	279	269	266
	34	R-147	" Outdr Act(Other)	407	193	290	295	321		434	460	528	297	542	660	693	700	759	730	252	340	466	414	407	492	484	448	561	420	618	499	495
	35	R-148	" Photography	377	173	196	154	210	434		342	428	225	394	478	515	520	569	569	203	261	376	346	312	385	365	335	435	338	479	392	333
	36	R-149	" Games	403	184	214	150	213	460	342		445	270	468	493	530	552	612	586	176	305	396	348	295	415	368	340	438	370	494	397	357
	37	R-150	" Theater,ballet	482	239	277	141	227	528	428	445		371	561	687	693	662	755	711	220	348	527	470	370	496	460	440	552	441	630	501	380
	38	R-151	" Foods	251	163	179	045	130	297	225	270	371		345	371	398	394	450	423	082	221	326	242	159	270	248	228	281	256	354	303	221
	39	R-152	" Miscellaneous	512	235	271	193	244	562	394	468	561	345		646	683	694	762	735	218	363	501	459	382	519	481	419	562	468	612	494	428
	40	R-162	" Vocabulary II	558	266	294	231	287	660	478	493	687	371	646		889	782	840	821	268	403	580	523	449	602	561	518	660	513	731	572	498
	41	R-172	Vocab Tot. (I & II)	607	285	336	267	314	693	515	530	693	398	683	889		913	885	925	295	448	630	568	493	661	617	553	720	573	806	634	588
16	42	R-190	Info I Total	633	296	355	293	340	700	520	552	662	394	694	782	913		899	987	299	458	617	566	517	676	631	565	736	602	818	658	645
	43	R-192	Info II Total	735	339	387	331	405	759	569	612	755	450	762	840	885	899		957	300	458	627	566	495	652	612	556	717	581	815	667	566
	44	R-100	Info Total (I & II)	683	318	375	313	371	738	549	586	711	423	735	821	929	987	957		306	469	635	580	522	684	639	575	747	610	837	670	633
17	45	R-211	Memory for Sentences	220	104	115	142	114	252	203	176	220	082	218	268	295	299	300	306		323	192	212	294	286	305	268	347	191	301	284	220
18	46	R-212	Memory for Words	339	198	213	095	132	340	261	305	348	221	363	403	448	458	458	469	323		380	388	317	441	381	342	466	406	459	341	298
19	47	R-220	Disguised Words	427	252	265	122	201	466	376	396	527	326	501	580	630	617	627	635	192	380		550	389	554	520	452	608	501	636	526	455
20	48	R-231	English: Spelling	407	222	256	115	161	414	346	348	470	242	459	523	568	566	566	580	212	388	550		487	619	541	464	756	500	563	411	300
21	49	R-232	" Capitalization	351	154	225	153	162	407	312	295	370	159	382	449	493	517	495	522	294	317	389	487		574	559	472	795	350	484	358	387
22	50	R-233	" Punctuation	505	238	294	155	177	492	385	415	496	270	519	602	661	676	652	684	286	441	554	619	574		645	578	867	619	670	512	476
23	51	R-234	" Usage	447	198	255	199	192	484	365	368	460	248	481	561	617	631	612	639	305	381	520	541	559	645		566	825	483	612	469	444
24	52	R-235	" Eff. Exp.	398	161	263	153	168	448	335	340	440	228	419	518	553	565	556	575	268	342	452	464	472	578	566		728	448	592	439	396
25	53	R-230	" Total	528	241	319	195	214	561	435	438	552	281	562	660	720	736	717	747	347	466	608	756	795	867	825	728		595	724	545	506
26	54	R-240	Word Functions	465	191	282	121	171	420	338	370	441	256	468	513	573	602	581	610	191	406	501	500	350	619	483	448	595		633	507	445
27	55	R-250	Reading Comprehension	615	244	329	227	279	618	479	494	630	354	612	731	806	818	815	837	301	459	636	563	484	670	612	592	724	633		666	570
28	56	R-260	Creativity	435	233	276	213	269	499	392	397	501	303	494	572	634	658	647	670	284	341	526	411	358	512	469	439	545	507	666		561
29	57	R-270	Mechanical Reasoning	385	205	274	257	266	495	333	357	388	221	428	496	588	645	566	633	220	298	455	300	387	476	444	396	506	445	570	561	
30	58	R-281	Vis. in 2 Dimens	293	165	210	130	138	319	231	247	261	116	271	321	366	399	374	400	161	240	355	242	279	335	300	293	365	320	393	385	482
31	59	R-282	Vis. in 3 Dimens	296	188	224	137	159	359	263	306	310	178	336	404	456	497	445	491	177	259	355	261	298	413	349	363	417	420	481	493	615
32	60	R-290	Abstract Reasoning	389	199	265	140	178	427	330	356	411	246	423	502	560	589	546	588	219	365	464	382	414	530	464	448	562	476	583	490	604
33	61	R-311	Math I	484	201	306	193	216	504	381	408	482	280	492	592	662	696	655	699	274	407	484	488	455	637	545	516	658	569	660	534	522
34	62	R-312	Math II	489	221	340	129	181	508	395	446	499	317	516	584	651	700	658	702	259	449	493	516	458	663	547	494	669	627	652	513	501
35	63	R-320	Math I & II	529	230	353	170	213	565	423	466	536	327	549	638	712	750	713	761	288	468	531	547	496	707	593	546	722	654	712	567	554
36	64	R-333	Math III	279	145	191	060	102	263	226	270	275	198	301	295	343	388	372	392	121	253	291	309	226	376	275	291	359	383	353	291	268
37	65	R-340	Math Total(I+II+III)	520	228	349	163	206	533	416	463	526	329	565	619	696	745	702	768	279	463	525	563	486	699	577	539	707	655	695	556	541
42	66	R-410	Arith Computation	348	149	261	127	191	408	321	339	372	172	390	415	465	501	494	511	293	379	426	491	481	530	462	399	596	415	482	352	306
43	67	R-420	Table Reading	133	075	097	035	060	168	125	153	164	097	196	191	201	202	213	211	115	164	338	201	177	195	191	151	229	163	204	196	196
44	68	R-430	Clerical Checking	112	067	088	-034	017	086	067	105	119	073	121	098	111	109	133	120	066	124	329	201	102	[illegible]	110	068	152	120	129	107	090
45	69	R-440	Object Inspection	119	095	106	049	073	163	125	136	161	114	179	173	185	196	208	205	116	147	287	141	183	168	159	154	205	177	208	212	289
46	70	A-410	Arith Computation	195	071	156	058	090	204	164	202	197	085	222	197	227	258	263	266	171	245	287	294	288	303	247	188	334	246	265	179	155
47	71	A-420	Table Reading	-051	-009	002	-046	-018	-079	-063	-037	-044	010	-033	-082	-090	-090	-073	-086	-019	019	110	-034	-087	-083	-080	-116	-100	-028	-083	-024	-018
48	72	A-430	Clerical Checking	023	018	029	-071	-019	-022	-024	021	019	025	024	-024	-023	-024	-000	-017	007	041	218	083	-006	007	-013	-045	006	027	-008	010	-002
49	73	A-440	Object Inspection	036	057	060	004	036	062	036	066	074	075	097	062	062	071	089	079	053	076	212	053	071	051	048	028	066	094	080	118	175
38	74	F-410	Arith Computation	292	140	208	123	121	362	290	268	326	159	324	392	432	469	432	456	237	277	298	389	390	436	403	377	500	331	435	318	275
39	75	F-420	Table Reading	222	104	123	092	095	296	224	232	255	115	284	327	348	369	367	356	167	190	319	292	315	332	326	311	394	238	365	273	266
40	76	F-430	Clerical Checking	247	137	171	062	086	276	227	233	273	140	268	310	342	338	352	351	159	238	402	354	280	331	317	275	387	258	358	260	242
41	77	F-440	Object Inspection	162	110	126	087	091	218	176	170	206	124	215	237	257	265	270	273	144	177	294	186	240	237	230	232	286	215	275	252	331
50	78	A-500	Preferences	024	-038	035	006	067	015	-066	002	016	002	029	-063	-024	-016	017	-005	017	027	061	-007	-001	-079	-031	-098	-051	-076	-061	-025	-066
51	79	R-601	SAI: Sociability	146	060	106	077	093	221	151	179	164	099	176	182	186	183	224	202	081	129	193	178	161	136	119	109	179	102	163	125	061
52	80	R-602	" Soc.Sensitivity	219	059	099	040	066	186	173	164	193	110	196	212	225	230	254	244	061	135	219	202	148	178	143	125	200	178	219	174	098
53	81	R-603	" Impulsiveness	073	006	028	025	066	048	036	082	052	073	051	029	039	065	078	057	-024	017	065	034	004	-018	-005	-035	-006	-002	029	025	-008
54	82	R-604	" Vigor	200	063	117	105	149	259	171	219	180	101	214	243	255	256	277	270	108	148	219	211	161	176	162	146	214	137	234	177	130
55	83	R-605	" Calmness	263	062	136	084	112	269	226	204	237	144	238	267	289	309	322	321	092	151	242	207	165	201	176	147	225	198	279	238	185
56	84	R-606	" Tidiness	193	057	110	025	066	217	194	170	186	123	188	216	222	222	251	238	080	137	227	227	172	197	169	140	226	162	207	176	105
57	85	R-607	" Culture	206	061	096	028	055	171	167	165	174	106	178	185	189	206	232	220	065	136	190	181	141	165	139	096	182	148	178	158	077
58	86	R-608	" Leadership	092	007	031	-004	038	047	041	073	042	060	073	055	041	043	080	057	-031	039	100	067	-009	023	001	-007	017	061	043	044	-032
59	87	R-609	" Self-Confidence	226	082	127	090	099	258	226	226	202	125	224	231	265	286	293	295	108	156	223	187	164	193	190	153	223	161	256	200	169
60	88	R-610	" Mature Personality	257	052	117	058	099	233	197	197	207	128	225	238	250	270	292	284	078	155	227	240	144	214	167	138	227	220	244	207	128
	89	F-701	Int Inv: Phys Sci	-173	-086	-080	-045	-077	-155	-169	-218	-131	-112	-180	-192	-209	-263	-225	-256	-086	-155	-135	-147	-087	-190	-129	-113	-168	-249	-212	-205	-215
	90	F-702	" Biol Sci & Med	-157	-051	-049	013	-051	-109	-069	-161	-107	-105	-129	-142	-145	-169	-172	-174	-070	-120	-113	-115	-047	-125	-083	-074	-112	-166	-155	-136	-083
	91	F-703	" Pub Serv.	-067	-024	005	062	025	011	008	-055	-038	-040	-009	-033	-012	-005	-041	-017	-003	-053	-023	-043	008	-013	027	018	-006	-051	-036	-007	076
	92	F-704	" Lit-Ling.	-135	-022	002	095	039	018	-008	-061	-084	-076	-042	-066	-040	-036	-077	-051	008	-111	-084	-097	028	-059	-018	-027	-041	-120	-096	-055	073
	93	F-705	" Soc.Serv.	-025	018	037	119	081	081	065	009	039	021	022	055	093	091	063	084	018	-011	022	-029	049	013	053	033	028	-039	044	035	119
	94	F-706	" Artistic	-065	-048	016	058	031	015	-008	-017	-041	-047	-006	-047	-014	-014	-041	-024	018	-049	-038	-002	025	-011	006	005	004	-057	-030	-073	-032
	95	F-707	" Musical	-014	002	039	145	095	113	048	052	020	-011	066	049	082	086	070	082	072	005	009	039	089	037	079	071	078	-018	046	021	005
	96	F-708	" Sports	-101	004	-053	-076	-093	-120	-065	-136	-081	-027	-096	-083	-078	-103	-129	-115	-067	-103	-088	-123	-097	-075	-069	-088	-113	-075	-122	-047	-043
	97	F-709	" Outdr Rec.	-039	-009	004	-235	-234	-108	-019	-065	003	049	-026	-022	-021	-038	-063	-048	-075	-012	-014	-004	-046	003	-029	-022	-029	029	-053	-062	-090
	98	F-710	" Bus.-Mgmt.	-001	009	017	039	053	049	033	-000	012	-016	047	023	061	069	026	056	009	-026	023	-019	033	016	060	038	030	-007	028	030	094
	99	F-711	" Sales	038	030	016	059	037	075	059	011	034	-015	055	048	083	094	057	083	010	001	042	-005	050	024	059	035	060	004	057	064	113
	100	F-712	" Computation	-010	007	-033	085	045	039	013	-048	019	-012	-014	000	029	005	004	005	-016	-056	009	-048	004	-065	009	-001	-029	-101	-006	-017	025
	101	F-713	" Office Work	116	084	084	108	081	209	132	118	176	093	168	195	239	242	217	239	059	065	160	085	135	127	167	155	146	086	198	149	168
	102	F-714	" Mech-Tech	161	031	087	-086	-011	109	107	101	165	130	152	171	186	152	181	165	040	113	167	130	123	162	142	155	178	153	182	077	-017
	103	F-715	" Skilled Trades	181	065	117	024	051	210	185	168	213	128	230	243	292	289	269	289	083	137	211	166	179	218	214	199	262	193	293	173	142
	104	F-716	" Farming	078	041	054	-160	-089	058	089	104	125	116	130	106	129	116	113	118	-005	076	123	088	067	108	096	074	106	122	098	048	006
	105	F-717	" Labor	223	100	139	035	057	273	233	221	258	158	285	309	350	353	343	358	117	167	250	207	217	269	256	239	298	230	301	228	200
	106	C-001	Composite: I.Q.Comp.	609	257	353	227	276	626	483	506	624	356	618	739	819	842	819	855	315	482	643	576	528	721	643	619	768	666	944	681	651
	107	C-002	" Gen.Acad.Apt.	621	276	376	223	270	649	503	528	646	366	651	767	848	875	845	886	348	518	668	691	657	833	754	690	906	702	892	694	626
	108	C-003	" Verbal	614	280	350	226	265	649	498	515	657	360	658	787	872	870	845	882	345	498	667	737	726	846	800	709	957	637	817	623	586
	109	C-004	" Quantitative	541	249	360	158	215	551	434	489	549	350	572	643	723	786	731	786	272	477	548	558	478	709	584	533	714	676	716	572	554
	110	C-005	" Technical	529	268	313	326	346	646	463	470	567	326	603	682	806	912	781	889	272	376	532	434	459	585	557	485	630	523	719	647	803
	111	C-006	" Sci. Apt.	613	285	373	267	314	670	508	534	633	378	657	759	862	928	856	926	320	483	637	569	533	730	652	600	769	677	881	739	742

continued on next page

Table V-2c (continued)

continued on next page

Table V-2c (continued)

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-2a.

Table V-3

Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Girls

Table V-3a. Intercorrelations Among 111 Project Talent Variables for 15-Year-Old Girls
15-year-old girls in high school (10% Subsample. N=3829)

Par*	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc. Stud. 7	Math 8	Phys. Sci 9	Bio. Sci 10	Sci Attitude 11	Aero & Space 12	Elec & Electron 13	Mechanical 14	Farming 15	Home Ec 16	Sports 17	Art 18	Law 19	Health 20	Engineering 21	Architecture 22	Journalism 23	Foreign Travel 24	Military 25	Acct, Bus, Sales 26	Pract. Knowl. 27	Clerical 28
	1		Grade			160	250	341	225	239	263	086	270	206	058	061	140	150	185	180	296	195	266	132	162	202	166	118	235	180	341
	2		Sex (1=M, 2=F)																												
1	3	R-101	Info I: Screening	160			321	309	308	350	230	248	241	300	129	201	250	310	363	260	295	230	356	212	203	235	204	145	261	348	265
2	4	R-102	" Vocab I	250		321		705	654	716	650	613	600	558	423	394	489	574	512	526	660	543	578	424	440	532	560	188	558	443	375
3	5	R-103	" Literature	341		309	705		649	706	632	530	550	501	376	340	382	471	403	484	657	494	522	366	450	509	557	369	523	407	346
4	6	R-104	" Music	225		308	654	649		640	576	502	485	441	359	326	394	455	426	496	596	437	500	346	404	468	498	330	497	390	336
5	7	R-105	" Soc.Studies	235		350	716	706	640		626	607	568	520	371	371	425	536	478	520	633	512	544	375	430	511	569	360	554	424	373
6	8	R-106	" Math	263		230	650	632	576	626		563	569	464	342	361	367	431	375	464	518	432	447	363	388	431	446	325	474	343	300
7	9	R-107	" Phys. Sci	086		248	613	530	502	607	563		563	436	388	490	428	457	406	428	489	464	451	372	333	388	446	283	419	313	240
8	10	R-108	" Bio. Sci	270		241	600	550	485	568	509	563		427	327	350	433	512	425	404	486	384	491	365	331	386	427	272	400	339	283
9	11	R-109	" Sci Attitude	206		300	558	501	441	520	464	436	427		252	268	372	430	415	360	470	395	436	298	297	373	386	232	412	372	269
10	12	R-110	" Aero & Space	058		129	423	376	359	371	362	388	327	252		334	322	291	254	304	372	304	282	298	245	290	327	226	303	218	155
11	13	R-111	" Elec & Electron	061		201	394	340	326	371	361	490	350	268	334		304	317	275	295	310	251	302	299	211	267	296	161	272	223	201
12	14	R-112	" Mechanical	140		250	489	382	394	425	367	428	433	372	322	304		507	435	375	378	322	386	375	251	321	320	221	394	322	275
13	15	R-113	" Farming	150		310	574	471	455	536	431	497	512	430	291	317	507		487	434	459	390	467	369	330	377	390	248	367	336	291
14	16	R-114	" Home Ec	185		363	512	403	426	478	375	406	425	415	294	275	435	487		359	404	351	445	337	308	338	330	206	392	380	325
15	17	R-115	" Sports	180		260	526	484	496	520	464	428	464	360	304	295	375	434	359		457	394	410	327	317	398	405	292	394	367	285
	18	R-131	Info II: Art	256		295	660	657	598	633	518	489	486	470	372	310	370	459	404	457		486	519	372	430	491	540	336	519	453	364
	19	R-132	" Law	195		230	543	494	437	512	432	404	384	395	304	251	322	390	351	394	486		408	307	327	396	405	284	450	361	270
	20	R-133	" Health	266		356	578	522	500	544	447	451	491	436	282	302	386	467	445	410	519	408		342	342	423	405	259	444	422	368
	21	R-134	" Engineering	132		212	424	366	346	375	363	372	365	298	298	299	375	369	337	327	372	307	342		268	306	290	211	308	295	245
	22	R-135	" Architecture	162		203	440	450	404	430	388	333	331	297	245	211	251	330	308	317	430	327	342	268		305	360	245	340	273	218
	23	R-136	" Journalism	202		235	532	509	468	511	431	388	386	373	290	267	321	377	338	398	491	396	423	306	305		400	266	440	346	305
	24	R-137	" Foreign Travel	166		204	560	557	498	569	446	446	427	386	327	296	320	390	330	405	540	405	405	290	360	400		306	431	342	271
	25	R-138	" Military	118		145	188	369	330	360	325	283	272	232	226	161	221	248	206	292	334	284	259	211	245	266	306		300	205	190
	26	R-139	" Acct,Bus,Sales	235		261	558	523	497	554	474	419	400	412	303	272	394	367	392	394	519	450	444	308	340	440	431	300		393	339
	27	R-140	" Pract.Knowl.	180		348	443	407	390	424	343	313	339	372	218	223	322	336	380	367	453	361	422	295	273	346	342	205	393		321
	28	R-141	" Clerical	341		265	375	366	336	373	300	248	283	269	155	201	275	291	325	285	364	270	368	245	218	305	271	190	339	321	
	29	R-142	" Bible	171		229	539	522	442	539	442	408	427	411	266	228	294	424	362	369	470	428	411	286	331	370	379	288	412	333	241
	30	R-143	" Colors	170		173	424	400	410	382	372	332	339	298	201	191	235	307	315	294	380	317	342	248	288	308	326	194	317	249	202
	31	R-144	" Etiquette	142		228	351	301	307	337	316	290	270	315	140	164	226	298	310	252	305	251	328	203	186	234	256	158	281	286	233
	32	R-145	" Hunting	055		062	120	080	070	078	075	107	123	081	081	098	152	144	126	125	098	089	105	150	082	074	072	065	068	076	095
	33	R-146	" Fishing	017		061	066	094	058	041	056	053	050	039	067	077	096	078	051	075	056	046	058	110	060	035	043	030	039	067	053
	34	R-147	" Outdr Act(Other)	182		266	532	468	460	499	450	444	441	411	300	305	387	441	423	434	498	391	454	366	290	356	394	242	395	396	316
	35	R-148	" Photography	145		235	361	320	302	360	260	232	240	303	153	198	251	288	278	246	353	272	339	254	204	224	254	149	311	281	241
	36	R-149	" Dance	140		203	342	346	316	342	342	261	235	264	176	180	209	227	222	308	334	254	287	219	223	234	255	179	276	283	197
	37	R-150	" Theater,ballet	251		295	630	606	575	573	489	416	407	428	318	260	325	403	373	463	603	469	485	317	371	473	479	312	510	430	354
	38	R-151	" Foods	173		181	478	468	467	418	379	312	308	313	237	196	266	296	338	328	460	336	369	245	287	349	322	233	367	305	265
	39	R-152	" Miscellaneous	217		304	568	559	523	564	489	465	437	432	321	299	339	415	405	401	553	422	484	320	368	427	439	289	451	410	323
	40	R-162	" Vocabulary II	269		314	686	617	585	639	540	501	507	504	336	305	418	500	491	475	655	531	610	370	386	574	489	306	641	468	386
	41	R-172	Vocab Tot. (I & II)	277		344	962	728	680	744	661	620	613	583	424	392	501	592	545	549	711	582	636	441	455	590	578	388	634	488	408
16	42	R-190	Info I Total	201		418	867	809	759	849	769	758	715	641	502	535	620	693	637	644	709	576	642	489	489	574	612	404	613	500	421
	43	R-192	Info II Total	312		392	809	764	708	771	659	609	611	589	430	399	503	602	558	589	805	661	708	528	549	620	651	460	696	588	489
	44	R-100	Info Total (I & II)	300		420	870	815	761	844	751	725	697	640	490	501	595	674	626	642	753	622	693	516	524	607	643	435	660	546	457
17	45	R-211	Memory for Sentences	090		187	299	254	222	276	260	268	230	239	138	162	179	230	211	197	254	228	256	168	172	197	204	127	233	218	136
18	46	R-212	Memory for Words	212		223	468	458	401	449	438	380	377	343	188	218	229	339	285	318	401	334	373	235	274	367	336	226	338	276	227
19	47	R-220	Disguised Words	255		290	551	518	505	483	471	366	373	416	254	218	311	369	362	353	507	358	453	287	328	395	405	251	396	358	327
20	48	R-231	English: Spelling	235		288	496	457	420	468	461	369	390	335	187	201	224	328	301	366	418	310	416	237	306	361	335	214	351	303	313
21	49	R-232	" Capitalization	184		322	395	368	330	393	319	298	310	365	167	202	236	314	320	293	357	273	367	223	223	283	266	152	304	331	261
22	50	R-233	" Punctuation	248		317	609	594	517	585	503	475	463	482	265	261	319	435	408	395	509	400	467	300	343	403	411	254	438	382	338
23	51	R-234	" Usage	222		293	520	467	421	486	450	379	379	414	208	232	279	381	341	337	432	347	399	262	296	360	355	216	363	326	284
24	52	R-235	" Eff. Exp.	220		242	452	407	383	415	373	308	312	404	193	162	224	318	320	272	399	325	357	214	252	316	321	179	343	329	261
25	53	R-230	" Total	280		384	639	582	535	609	569	476	471	511	265	278	336	461	439	427	545	427	513	326	367	439	436	262	463	433	378
26	54	R-240	Word Functions	229		228	587	569	476	555	615	460	453	456	257	267	295	403	366	403	463	411	429	299	336	386	413	286	433	335	242
27	55	R-250	Reading Comprehension	302		360	747	704	624	720	616	553	574	583	353	317	417	546	404	488	663	524	579	399	420	526	530	339	500	474	381
28	56	R-260	Creativity	168		243	561	493	471	502	468	452	427	418	336	312	415	449	423	408	491	409	433	349	333	385	413	273	417	371	291
29	57	R-270	Mechanical Reasoning	153		194	475	388	401	424	449	435	409	382	318	269	384	385	374	355	405	331	338	327	271	281	350	220	332	293	223
30	58	R-281	Vis. in 2 Dimens	126		193	329	271	290	297	321	272	254	272	169	167	248	250	283	252	290	228	233	227	196	196	228	130	236	253	201
31	59	R-282	Vis. in 3 Dimens	139		161	402	360	362	382	412	378	349	344	219	230	320	331	344	292	359	289	289	275	245	241	264	163	290	248	189
32	60	R-290	Abstract Reasoning	199		255	491	460	437	477	482	417	391	430	249	226	303	368	367	352	439	332	397	281	301	321	339	206	350	336	255
33	61	R-311	Math I	197		257	617	539	484	595	591	508	478	503	287	301	373	464	426	432	478	439	451	367	341	408	402	271	484	369	300
34	62	R-312	Math II	197		243	595	590	503	591	705	522	474	458	285	301	340	427	376	426	477	422	444	322	336	405	407	283	432	336	270
35	63	R-320	Math I & II	217		275	668	601	545	654	721	569	525	528	316	332	391	490	440	473	526	474	493	368	373	448	446	307	503	387	313
36	64	R-333	Math III	215		113	293	319	256	277	438	264	245	229	161	171	168	160	163	226	252	224	204	142	193	188	207	158	253	172	161
37	65	R-340	Math Total(I+II+III)	245		269	653	601	535	638	732	563	521	517	312	335	385	471	424	465	520	467	481	357	372	435	460	305	500	378	311
42	66	R-410	Arith Computation	168		359	422	365	355	438	440	361	312	360	195	231	237	350	316	351	369	273	378	265	242	314	271	183	339	349	293
43	67	R-420	Table Reading	102		165	118	130	118	120	131	076	096	083	056	056	056	062	111	122	150	081	117	090	067	108	108	060	118	131	159
44	68	R-430	Clerical Checking	129		081	049	071	043	041	089	003	018	028	027	037	-012	-061	017	034	062	030	044	044	041	053	047	018	058	064	078
45	69	R-440	Object Inspection	133		161	130	136	138	118	130	087	115	109	080	057	089	079	145	140	166	097	133	118	101	106	103	074	110	158	117
46	70	A-410	Arith Computation	127		287	324	284	271	340	363	288	233	253	118	193	176	258	231	284	267	209	278	213	198	249	213	153	257	262	238
47	71	A-420	Table Reading	093		059	017	025	028	018	054	-001	016	-022	-001	006	-012	-039	011	052	037	001	001	024	004	018	037	031	024	012	048
48	72	A-430	Clerical Checking	083		023	-026	000	-019	-031	027	-048	-034	-032	-003	002	-048	-110	-036	-022	-003	-017	-016	008	-003	-004	-008	-016	003	006	023
49	73	A-440	Object Inspection	108		127	004	081	082	060	076	049	078	046	056	036	063	018	095	100	103	049	071	081	068	061	061	048	053	101	084
38	74	F-410	Arith Computation	154		304	376	319	320	385	353	305	288	316	140	183	221	328	299	291	313	245	354	223	198	269	233	149	308	320	243
39	75	F-420	Table Reading	195		201	169	181	158	171	153	122	136	151	089	084	100	136	163	141	201	127	184	119	101	152	134	064	162	194	203
40	76	F-430	Clerical Checking	188		185	203	208	170	190	200	120	129	157	088	102	074	074	134	151	190	126	167	109	129	165	155	090	160	175	175
41	77	F-440	Object Inspection	137		170	169	170	172	152	165	122	142	154	087	076	109	121	166	157	201	123	176	135	112	129	123	087	136	189	132
50	78	A-500	Preferences	014		127	008	014	007	002	-001	-006	013	-033	-003	030	032	026	009	067	019	004	022	042	020	016	015	005	013	032	056
51	79	R-601	PAI: Sociability	118		191	076	065	108	059	063	008	029	075	012	032	037	064	085	102	072	021	098	069	035	077	040	030	079	143	094
52	80	R-602	" Soc.Sensitivity	147		197	190	182	201	173	159	115	143	164	086	088	070	127	150	118	184	110	179	097	087	171	127	087	147	152	144
53	81	R-603	" Impulsiveness	057		097	159	151	165	122	111	096	105	099	089	066	088	087	075	120	135	103	070	079	096	103	120	097	123	076	085
54	82	R-604	" Vigor	097		145	162	132	171	124	138	098	117	110	067	071	123	155	130	167	123	064	154	142	065	111	086	068	106	139	101
55	83	R-605	" Calmness	116		171	182	142	172	160	172	123	126	146	086	110	115	133	159	132	154	112	168	131	083	147	107	099	143	154	128
56	84	R-606	" Tidiness	096		179	113	089	122	105	095	068	063	069	017	071	039	058	130	068	098	028	146	087	044	097	046	050	089	113	136
57	85	R-607	" Culture	128		184	240	227	265	216	204	175	185	164	101	113	124	153	169	137	205	131	197	127	135	188	143	118	167	171	135
58	86	R-608	" Leadership	045		070	100	104	145	097	133	063	059	080	032	032	028	039	050	096	080	050	063	057	062	089	052	088	087	070	062
59	87	R-609	" Self-Confidence	097		112	136	131	163	128	140	083	095	115	079	091	100	103	099	116	118	104	123	104	066	104	097	070	115	159	092
60	88	R-610	" Mature Personality	127		118	238	209	225	223	256	188	175	159	122	131	125	150	180	151	193	142	195	150	131	179	147	128	206	159	158
	89	F-701	Int Inv: Phys Sci	-046		041	-218	-200	-159	-222	-304	-237	-228	-137	-158	-132	-111	-108	-069	-129	-160	-140	-110	-102	-121	-123	-136	-122	-146	-049	-043
	90	F-702	" Biol Sci & Med	-092		-004	-222	-215	-196	-205	-244	-210	-247	-124	-124	-098	-111	-123	-105	-140	-175	-119	-173	-125	-127	-144	-138	-124	-141	-081	-064
	91	F-703	" Pub Serv.	-020		055	-061	-091	-058	-100	-100	-047	-058	-010	-032	-021	008	002	034	-053	-054	-059	001	-014	-036	-061	-048	-046	-059	-019	-029
	92	F-704	" Lit-Ling.	-064		-026	-234	-260	-219	-242	-231	-188	-198	-159	-134	-102	-085	-144	-061	-148	-217	-163	-140	-095	-144	-189	-158	-127	-182	-093	-093
	93	F-705	" Soc.Serv.	-039		-017	-047	-043	-046	-061	-104	-026	-045	-049	033	-002	029	-024	-036	-036	-031	-014	-043	-019	-036	-058	-017	-053	-069	-037	-033
	94	F-706	" Artistic	-045		-025	-228	-244	-203	-208	-197	-186	-220	-165	-141	-100	-116	-154	-108	-107	-260	-122	-151	-129	-157	-165	-169	-095	-143	-106	-077
	95	F-707	" Musical	-012		023	-135	-161	-210	-119	-156	-131	-120	-056	-089	-072	-076	-089	-019	-059	-085	-065	-060	-062	-074	-077	-076	-066	-072	-009	-035
	96	F-708	" Sports	-039		-037	-139	-146	-126	-140	-157	-129	-149	-088	-111	-071	-099	-128	-065	-201	-125	-102	-085	-121	-101	-103	-115	-099	-099	-074	-057
	97	F-709	" Outdr Rec.	-003		029	-089	-103	-064	-076	-083	-102	-146	-051	-111	-067	-124	-127	-063	-082	-090	-069	-046	-095	-066	-037	-095	-048	-033	-017	-003
	98	F-710	" Bus. Mgmt.	-030		051	-006	-010	-001	-026	-035	011	-002	-003	018	-015	021	013	022	-017	-003	-007	023	005	-019	-025	014	-024	-037	-003	-044
	99	F-711	" Sales	-012		065	-002	007	017	-009	-022	-015	-001	004	003	-021	-008	015	017	-016	012	-006	012	003	-025	-009	005	-008	-041	013	002
	100	F-712	" Computation	004		048	061	090	067	009	-035	003	021	011	036	-028	-008	029	-018	006	069	026	035	012	038	016	083	028	-017	006	-047
	101	F-713	" Office Work	044		039	213	255	211	205	203	177	177	138	131	077	082	122	052	142	201	149	120	068	128	138	204	124	120	058	-030
	102	F-714	" Mech-Tech	031		141	011	028	045	023	015	-018	-026	030	-022	-000	-032	012	032	024	042	-002	066	022	002	035	024	-008	010	090	047
	103	F-715	" Skilled Trades	032		109	066	074	089	073	047	044	016	047	038	034	019	033	037	055	083	049	082	049	024	056	067	027	049	079	036
	104	F-716	" Farming	019		042	-079	-072	-043	-058	-049	-089	-119	-057	-104	-054	-128	-150	-068	-062	-064	-056	-028	-093	-036	-028	-074	-044	-039	-008	028
	105	F-717	" Labor	073		114	085	115	120	092	068	046	034	086	038	032	001	003	020	064	118	068	092	035	050	080	088	056	078	125	059
	106	C-001	Composite: I.Q.Comp.	291		358	754	699	629	728	666	588	585	608	360	336	437	557	510	509	652	527	582	413	430	517	523	335	568	480	382
	107	C-002	" Gen.Acad.Apt.	303		381	792	721	656	753	753	616	600	614	368	365	448	572	524	536	664	564	604	421	447	539	542	351	583	493	408
	108	C-003	" Verbal	326		404	819	779	663	740	676	583	584	591	363	356	432	555	514	524	680	536	611	404	453	548	553	351	579	496	426
	109	C-004	" Quantitative	259		270	683	639	574	665	842	589	540	525	336	355	395	479	429	489	565	481	494	368	394	456	462	326	515	387	322
	110	C-005	" Technical	182		305	714	608	588	663	626	813	723	518	571	652	702	604	523	517	580	475	536	477	391	457	515	328	496	410	332
	111	C-006	" Sci. Apt.	276		392	800	729	667	763	773	717	672	617	459	475	596	609	567	561	668	555	603	466	494	535	560	387	590	483	390

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Table V-3a (continued)

Var*	Var	Code	Description	29 Bible	30 Colors	31 Etiquette	32 Hunting	33 Fishing	34 Outdr Act(Other)	35 Photography	36 Games	37 Theater,ballet	38 Foods	39 Miscellaneous	40 Vocabulary II	41 Voc.Tot. (I & II)	42 Info I Total	43 Info II Total	44 Info Tot (I & II)	45 Mem.for Sentences	46 Mem.for Words	47 Disguised Words	48 Spelling	49 Capitalization	50 Punctuation	51 Usage	52 Eff. Exp.	53 Exp. Total	54 Word Functions	55 Reading Comp.	56 Creativity	57 Mech.Reasoning
	1		Grade																													
	2		Sex (1=M, 2=F)	171	176	142	055	017	182	145	140	251	173	217	269	277	281	312	300	090	212	255	235	184	248	222	220	280	229	302	168	153
1	3	R-101	Info I: Screening	225	173	228	062	061	266	235	203	295	181	304	314	344	418	392	420	187	223	290	288	322	317	293	242	384	228	360	243	194
2	4	R-102	" Vocab I	534	424	351	120	066	532	361	342	630	678	568	686	962	867	809	870	299	468	551	496	395	609	520	452	639	587	747	561	475
3	5	R-103	" Literature	522	400	301	080	054	468	320	346	606	468	559	617	728	809	764	815	256	458	518	457	308	556	467	407	582	549	704	493	388
4	6	R-104	" Music	442	410	307	070	058	460	302	316	575	467	523	585	680	759	708	761	222	401	505	420	330	517	421	383	535	476	624	471	401
5	7	R-105	" Soc.Studies	539	382	337	078	041	499	340	342	573	418	564	639	744	849	771	844	276	449	483	468	393	585	486	415	609	555	720	502	426
6	8	R-106	" Math	442	372	316	075	056	450	260	342	489	379	489	540	661	769	659	751	260	438	471	461	319	583	450	373	569	615	616	468	449
7	9	R-107	" Phys. Sci	408	332	290	107	053	444	232	261	416	312	465	501	620	758	609	725	268	380	366	349	298	475	379	308	474	460	553	452	435
8	10	R-108	" Bio Sci	427	339	270	123	050	461	240	235	407	308	437	507	613	715	611	697	238	377	373	350	310	463	379	312	471	453	574	427	409
9	11	R-109	" Sci Attitude	411	298	315	081	039	411	303	264	428	313	432	504	583	641	589	640	239	343	416	335	345	482	414	404	511	456	583	418	382
10	12	R-110	" Aero & Space	266	201	140	081	067	300	153	176	318	237	321	336	424	502	430	490	138	188	254	187	167	265	208	193	265	257	353	334	318
11	13	R-111	" Elec & Electron	228	191	164	098	077	305	198	180	260	194	299	305	392	535	399	501	162	218	218	201	202	261	232	162	278	247	317	312	269
12	14	R-112	" Mechanical	296	235	226	152	096	387	251	209	325	246	339	418	501	620	503	595	179	229	311	226	236	319	279	229	336	295	417	415	384
13	15	R-113	" Farming	424	307	298	144	078	441	288	227	403	294	415	500	592	693	602	679	230	339	349	328	314	435	381	318	461	403	546	449	385
14	16	R-114	" Home Ec	342	315	310	124	051	423	278	222	373	336	405	491	565	637	558	626	211	285	362	301	320	408	341	320	439	346	484	423	374
15	17	R-115	" Sports	349	294	252	125	075	434	266	308	463	328	401	475	549	644	589	642	197	318	353	364	293	395	337	272	427	403	488	408	355
	18	R-131	Info II: Art	470	380	305	098	056	498	353	336	603	460	553	655	711	709	805	763	254	401	507	418	357	509	432	399	545	463	663	491	405
	19	R-132	" Law	428	317	251	089	046	391	272	254	469	336	422	531	582	576	661	622	228	334	358	310	273	400	347	325	427	411	524	409	331
	20	R-133	" Health	413	342	328	105	058	454	339	287	485	369	486	610	636	642	708	683	256	373	453	416	347	467	399	357	513	429	579	433	338
	21	R-134	" Engineering	286	248	203	150	110	366	254	219	317	245	320	378	441	489	528	516	168	235	287	237	223	300	262	214	324	299	399	349	327
	22	R-135	" Architecture	331	288	186	082	068	290	204	223	371	287	368	386	455	489	549	524	172	274	328	306	223	343	294	252	367	336	420	333	271
	23	R-136	" Journalism	370	308	234	074	035	354	276	234	473	349	427	574	590	574	620	607	197	307	395	361	283	403	368	316	439	386	526	385	281
	24	R-137	" Foreign Travel	379	326	256	072	043	394	294	255	479	372	439	489	578	612	651	643	204	336	405	335	266	411	355	321	436	413	530	413	350
	25	R-138	" Military	288	194	158	045	030	242	149	175	312	233	289	306	388	404	460	435	127	226	251	214	152	254	216	179	262	286	339	273	220
	26	R-139	" Acct,Bus,Sales	412	317	281	068	039	395	311	276	510	367	451	641	634	613	696	660	233	338	396	351	304	438	363	343	463	433	560	417	332
	27	R-140	" Pract.Knowl.	333	249	286	076	067	396	281	283	430	305	410	468	488	500	588	546	218	276	358	303	331	383	326	329	433	335	474	371	293
	28	R-141	" Clerical	241	202	233	095	053	316	241	197	354	265	323	384	408	421	489	457	136	227	327	313	261	338	284	261	378	242	381	291	223
	29	R-142	" Bible		280	273	067	062	364	263	237	406	254	451	480	556	581	686	634	241	350	367	340	283	458	370	303	458	445	572	389	307
	30	R-143	" Colors	280		216	063	009	285	209	199	363	312	352	398	448	463	501	489	181	315	371	325	223	361	284	261	378	344	404	330	275
	31	R-144	" Etiquette	273	216		064	016	311	192	196	302	235	281	336	374	400	440	425	156	242	282	252	236	360	284	260	364	315	367	268	264
	32	R-145	" Hunting	067	063	064		074	122	074	070	066	047	091	084	116	161	186	161	052	071	064	061	056	078	063	049	083	046	093	134	093
	33	R-146	" Fishing	062	009	016	074		083	079	034	010	028	064	067	064	084	136	105	027	019	055	039	034	023	020	-003	031	023	050	051	022
	34	R-147	" Outdr Act(Other)	364	285	311	122	083		297	308	445	339	437	557	584	608	665	646	204	306	372	299	299	417	364	318	436	393	522	422	408
	35	R-148	" Photography	263	209	192	074	079	297		217	319	223	293	375	395	388	461	425	164	227	300	261	261	326	307	275	370	268	398	271	220
	36	R-149	" Games	237	199	196	070	034	308	217		299	250	290	335	367	391	451	423	158	235	272	234	209	298	244	216	310	269	335	277	253
	37	R-150	" Theater,ballet	406	363	302	066	010	445	319	299		468	510	618	676	648	737	698	218	376	495	410	332	468	423	385	519	440	620	459	349
	38	R-151	" Foods	254	312	235	047	028	339	223	250	468		382	467	505	494	556	530	148	274	389	296	222	331	287	289	364	316	436	340	266
	39	R-152	" Miscellaneous	451	352	281	091	064	437	293	290	510	382		579	618	640	713	685	244	382	424	386	336	471	368	343	496	434	573	441	372
	40	R-162	" Vocabulary II	480	398	336	084	067	557	375	335	618	467	579		859	730	790	772	267	425	524	458	395	548	468	424	590	525	687	503	414
	41	R-172	Vocab Tot. (I & II)	556	448	374	116	064	584	395	367	676	505	618	859		885	867	903	311	489	585	521	426	635	562	477	672	610	784	584	490
16	42	R-190	Info I Total	581	463	400	141	084	608	388	391	648	494	640	730	885		886	985	327	509	574	518	445	661	550	471	687	634	798	622	548
	43	R-192	Info II Total	684	501	440	186	136	665	461	451	737	556	713	790	867	886		953	325	497	600	520	441	636	538	484	678	601	802	611	500
	44	R-100	Info Total (I & II)	636	489	425	161	105	646	425	423	698	530	685	772	903	985	953		336	519	599	533	496	670	561	489	702	640	822	635	544
17	45	R-211	Memory for Sentences	241	181	156	052	027	204	164	158	218	148	244	267	311	327	325	336		380	240	259	275	331	291	251	367	271	334	282	201
18	46	R-212	Memory for Words	350	315	242	071	019	304	227	235	376	274	382	425	489	509	497	519	380		409	429	325	494	393	343	514	455	494	386	292
19	47	R-220	Disguised Words	367	371	282	084	055	372	300	272	495	389	424	524	585	574	600	599	240	409		536	355	560	477	419	597	505	608	488	384
20	48	R-231	English: Spelling	340	325	252	061	039	299	261	234	410	296	386	458	521	518	520	533	259	429	536		449	584	487	422	742	495	527	360	244
21	49	R-232	" Capitalization	283	223	236	056	034	299	261	209	332	222	336	395	426	445	441	456	275	325	355	449		547	496	418	757	336	440	320	267
22	50	R-233	" Punctuation	458	361	360	078	023	417	324	248	468	331	471	548	635	661	636	670	331	494	540	584	547		610	512	871	615	652	476	438
23	51	R-234	" Usage	370	284	284	063	020	344	367	244	423	287	368	468	542	550	538	561	291	393	477	487	496	610		490	796	460	547	405	368
24	52	R-235	" Eff. Exp.	303	261	260	049	-003	318	275	216	385	249	363	424	477	471	484	489	251	343	419	422	418	512	490		683	397	520	346	305
25	53	R-230	" Total	458	378	364	083	031	436	370	310	519	364	496	590	672	687	678	702	367	516	597	742	757	871	796	683		599	692	494	420
26	54	R-240	Word Functions	445	344	315	046	023	393	268	269	440	314	436	525	610	634	601	640	271	455	505	495	336	615	460	397	599		654	476	426
27	55	R-250	Reading Comprehension	572	404	367	093	050	522	398	335	620	436	573	687	784	798	802	822	334	494	608	527	440	652	547	520	692	654		614	502
28	56	R-260	Creativity	389	330	268	134	051	422	271	277	459	340	441	503	586	622	611	635	282	386	488	360	320	476	405	366	496	476	614		496
29	57	R-270	Mechanical Reasoning	307	275	264	093	022	408	220	253	349	266	372	414	490	548	500	546	201	292	384	244	267	438	368	305	420	424	502	496	
30	58	R-281	Vis. in 2 Dimens	215	207	210	074	032	285	201	221	263	184	236	274	334	375	362	381	162	211	361	214	220	339	269	227	334	308	369	370	457
31	59	R-282	Vis. in 3 Dimens	282	275	232	091	014	318	201	214	303	225	315	369	422	480	431	476	162	282	342	242	238	416	310	288	392	431	482	449	555
32	60	R-290	Abstract Reasoning	341	330	291	065	005	370	256	248	389	300	393	463	520	561	529	565	238	368	463	376	372	543	430	396	552	513	595	476	530
33	61	R-311	Math I	441	330	328	084	042	426	291	278	456	345	463	544	639	679	633	681	313	445	451	450	400	599	487	430	615	604	638	491	467
34	62	R-312	Math II	[illegible]	366	315	086	033	422	282	307	453	314	475	516	613	680	618	677	291	455	450	486	411	624	485	402	629	626	605	464	437
35	63	R-320	Math I & II	486	378	354	094	041	468	316	324	502	362	518	583	689	750	690	769	332	497	498	519	448	676	536	457	687	680	684	526	487
36	64	R-333	Math III	197	178	155	076	035	217	128	207	243	176	229	223	290	352	321	351	127	232	244	217	172	291	234	179	284	322	286	253	246
37	65	R-340	Math Total(I+II+III)	470	369	367	100	049	462	311	332	496	358	507	563	671	740	679	739	323	491	492	503	433	659	524	466	668	674	667	518	483
42	66	R-410	Arith Computation	312	236	262	082	054	339	264	265	332	235	364	399	447	490	477	499	300	388	430	499	454	529	411	331	584	449	443	353	278
43	67	R-420	Table Reading	076	073	096	045	039	113	106	104	149	110	120	149	139	143	171	157	098	121	282	169	124	155	116	087	170	146	172	161	138
44	68	R-430	Clerical Checking	003	066	046	019	031	027	038	043	075	072	033	042	050	046	072	057	044	071	299	153	051	081	039	015	087	097	081	095	071
45	69	R-440	Object Inspection	062	105	104	061	014	142	113	093	142	110	140	137	143	161	181	173	078	140	289	143	128	155	113	096	165	167	202	218	234
46	70	A-410	Arith Computation	242	180	201	083	051	259	195	218	250	173	281	290	337	381	369	387	250	321	359	401	363	422	320	234	460	364	324	284	214
47	71	A-420	Table Reading	012	022	010	021	023	013	023	028	055	051	025	021	020	021	038	028	030	066	153	068	005	030	010	-028	023	047	021	064	042
48	72	A-430	Clerical Checking	-041	022	007	007	024	-027	-009	006	003	023	-031	[illegible]	-030	-034	-009	-026	005	014	218	073	-012	-005	-031	-050	-007	032	-007	032	017
49	73	A-440	Object Inspection	017	059	060	046	002	089	063	056	088	075	086	065	070	096	106	102	040	082	235	088	065	073	041	031	077	103	120	164	170
38	74	F-410	Arith Computation	275	213	235	043	035	306	246	214	302	221	322	379	407	430	421	439	238	311	341	417	384	448	361	325	503	371	419	296	246
39	75	F-420	Table Reading	108	094	142	049	039	165	144	136	181	123	164	213	199	204	233	220	124	126	293	199	190	215	172	165	245	183	249	191	178
40	76	F-430	Clerical Checking	104	144	122	039	036	141	131	109	212	161	168	193	216	213	232	226	117	178	379	281	180	249	187	158	273	212	256	205	168
41	77	F-440	Object Inspection	095	128	125	066	009	167	134	114	169	119	167	180	187	203	221	215	100	168	292	169	171	206	162	140	222	200	247	241	253
50	78	A-500	Preferences	021	010	006	039	040	029	028	-010	043	004	024	-010	002	020	036	020	030	024	079	032	001	-027	-026	-055	-017	-028	-016	041	-028
51	79	R-601	SAI: Sociability	026	080	097	004	034	099	118	074	092	083	088	096	090	088	111	098	073	062	134	113	123	104	098	076	136	078	083	078	056
52	80	R-602	" Soc.Sensitivity	141	124	104	009	044	132	133	107	183	130	194	191	206	206	220	217	099	130	203	185	125	185	155	132	203	156	207	137	084
53	81	R-603	" Impulsiveness	123	086	065	041	033	110	085	104	152	097	108	108	152	156	171	165	051	072	110	048	022	061	051	044	059	073	118	085	076
54	82	R-604	" Vigor	105	096	102	053	030	172	123	073	129	097	153	158	173	180	178	184	083	095	155	134	106	143	133	090	160	126	154	126	128
55	83	R-605	" Calmness	129	091	121	044	056	140	109	091	146	096	135	179	195	203	206	209	062	116	169	156	112	163	138	098	175	154	178	141	094
56	84	R-606	" Tidiness	045	071	088	003	038	074	122	029	095	068	085	130	128	121	126	127	069	085	125	161	110	143	099	085	158	103	116	077	022
57	85	R-607	" Culture	176	151	127	027	048	149	136	081	193	162	181	213	249	259	253	264	106	151	195	196	133	199	151	133	210	194	225	155	094
58	86	R-608	" Leadership	096	072	073	002	032	069	051	063	088	091	076	081	101	113	118	118	061	075	126	101	018	089	053	035	077	108	075	064	034
59	87	R-609	" Self-Confidence	116	073	090	054	038	118	103	082	119	074	120	136	148	162	169	169	070	102	157	126	098	140	112	074	146	122	137	124	097
60	88	R-610	" Mature Personality	103	128	117	046	071	154	139	099	177	130	186	214	248	265	258	270	118	165	195	230	109	220	161	118	218	217	227	171	091
	89	F-701	Int Inv: Phys Sci	-211	-110	-040	-025	-021	-098	-033	-091	-097	-065	-156	-136	-205	-246	-192	-233	-087	-133	-084	-100	004	-133	-086	-064	-097	-208	-199	-163	-179
	90	F-702	" Biol Sci & Med	-189	-127	-053	-060	-011	-148	-059	-083	-127	-130	-180	-166	-218	-242	-217	-240	-087	-133	-123	-133	-078	-126	-093	-097	-120	-179	-211	-155	-132
	91	F-703	" Pub Serv.	-073	-022	030	006	-009	004	-011	-034	-035	-006	-053	-027	-053	-065	-055	-063	-025	-041	-018	-030	041	-014	008	003	004	-060	-046	-041	010
	92	F-704	" Lit-Ling.	-249	-115	-083	-019	-027	-111	-109	-075	-212	-126	-176	-193	-237	-249	-250	-256	-092	-159	-166	-165	-054	-180	-147	-126	-171	-207	-257	-170	-070
	93	F-705	" Soc.Serv.	-100	-024	-029	013	-022	-006	-036	-022	-056	-040	-055	-040	-048	-053	-065	-059	-042	-058	-054	-097	-011	-071	-055	-047	-070	-116	-078	-039	025
	94	F-706	" Artistic	-190	-141	-082	-003	-028	-114	-109	-072	-194	-127	-166	-198	-230	-240	-234	-245	-086	-170	-150	-121	-061	-182	-134	-131	-162	-177	-230	-199	-165
	95	F-707	" Musical	-171	-044	-029	025	-014	-042	-029	-027	-103	-031	-087	-066	[illegible]	-150	-114	-141	-034	-088	-067	-091	014	-097	-074	-036	-074	-116	-123	-098	-057
	96	F-708	" Sports	-132	-069	-058	-056	-042	-135	-074	-094	-114	-053	-129	-109	-139	-175	-166	-176	-057	-086	-082	-086	-044	-106	-083	-058	-098	-131	-143	-122	-140
	97	F-709	" Outdr Rec.	-091	-046	-015	-097	-056	-097	-032	-015	-051	-023	-079	-062	-086	-122	-101	-118	-037	-036	-022	-005	016	-022	-006	-011	-007	-052	-087	-104	-120
	98	F-710	" Bus.-Mgmt.	-015	004	023	020	-021	023	-007	006	-015	007	-014	004	-003	-005	-008	-006	-033	-016	019	-002	043	-003	011	-007	014	-021	-006	-025	025
	99	F-711	" Sales	008	-001	004	006	-013	017	010	016	002	-011	006	012	003	-002	001	-001	003	-004	063	037	048	030	040	020	046	004	013	-003	031
	100	F-712	" Computation	021	034	027	013	-039	048	034	009	096	071	032	024	037	024	052	034	-013	-002	056	-001	029	-021	037	033	017	-030	035	-003	-022
	101	F-713	" Office Work	157	111	083	029	-040	131	047	085	185	159	150	142	205	226	205	225	054	091	110	060	049	096	098	078	098	146	169	121	106
	102	F-714	" Mech-Tech	-011	027	062	-020	-016	034	060	042	076	055	031	090	027	016	046	027	016	014	083	057	104	060	059	053	087	017	040	-005	-018
	103	F-715	" Skilled Trades	027	069	055	007	-012	067	056	059	089	083	061	083	077	073	089	081	037	035	088	059	098	065	067	052	090	[illegible]	[illegible]	[illegible]	[illegible]
	104	F-716	" Farming	-087	-014	-019	-072	-030	-081	-025	-009	-029	008	-050	-067	-073	-104	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	105	F-717	" Labor	049	047	055	-020	-013	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	106	C-001	Composite: V.G.Comp.	559	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	107	C-002	" Gen.Acad.Apt.	571	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	108	C-003	" Verbal	556	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	109	C-004	" Quantitative	487	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	110	C-005	" Technical	481	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	111	C-006	" Sci. Apt.	565	448	402	131	062	581	382	378	611	450	613	702	827	913	837	911	363	537	608	540	474	718	585	512	735	714	870	707	659

continued on next page

Table V-3a (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens	Vis.in 3 Dimens	Abstract Reason.	Math I	Math II	Math I + II	Math III	Math Tot(I+II+III)	Arith Computation	Table Reading	Clerical Checking	Object Inspection	Arith Computation	Table Reading	Clerical Checking	Object Inspection	Arith Computation	Table Reading	Clerical Checking	Object Inspection	Preference	Sociability	Soc.Sensitivity	Impulsiveness	Vigor	Calmness	Tidiness	Culture	Leadership
				58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
	1		Grade	126	139	199	197	197	217	215	245	168	182	129	133	127	093	083	108	194	195	188	137	014	118	147	057	097	116	096	128	045
	2		Sex (1=M, 2=F)																													
1	3	R-101	Info I: Screening	193	161	255	257	243	275	113	269	350	165	081	161	207	059	023	127	304	201	185	170	127	191	197	007	145	171	174	186	070
2	4	R-102	" Vocab I	329	402	491	617	595	668	293	693	422	118	069	130	326	017	-026	064	376	169	203	169	008	076	190	150	162	182	113	240	100
3	5	R-103	" Literature	271	260	460	529	550	601	312	621	365	120	071	136	284	025	000	081	319	181	208	170	014	085	182	151	132	142	080	227	104
4	6	R-104	" Music	280	362	437	484	503	565	256	535	355	118	063	138	271	028	-019	082	320	150	170	172	007	108	201	145	171	172	122	265	145
5	7	R-105	" Soc Studies	297	382	477	595	591	654	277	630	438	120	041	118	340	018	-031	060	385	171	190	152	002	099	173	122	124	160	105	216	097
6	8	R-106	" Math	321	412	482	591	705	721	430	732	440	131	089	130	363	096	027	076	353	153	200	163	-001	063	159	111	138	172	099	204	133
7	9	R-107	" Phys. Sci	272	378	417	508	522	569	264	563	361	076	083	087	208	-001	-040	049	305	122	120	122	-006	088	115	096	098	123	068	175	063
8	10	R-108	" Bio Sci	254	369	391	478	474	529	245	521	312	096	018	119	233	016	-036	078	288	136	129	142	013	029	143	105	117	126	063	189	059
9	11	R-109	" Sci Attitude	272	344	430	503	458	528	229	517	340	083	028	109	253	-022	-032	049	316	131	127	156	-033	079	164	099	110	166	059	166	080
10	12	R-110	" Aero & Space	169	219	249	287	285	316	161	312	155	056	027	080	118	-001	-003	056	140	089	088	087	-003	012	086	089	067	086	017	161	032
11	13	R-111	" Elec & Electron	167	230	226	301	301	332	171	335	231	056	037	057	193	006	002	036	183	086	102	076	030	032	088	066	071	110	071	113	032
12	14	R-112	" Mechanical	248	320	363	373	360	391	188	385	237	056	-012	089	176	-012	-048	063	221	100	075	109	032	037	078	088	123	115	030	126	028
13	15	R-113	" Farming	250	351	360	464	427	462	169	471	350	062	-061	079	258	-039	-110	038	328	136	074	121	026	064	127	067	155	155	059	153	034
14	16	R-114	" Home Ec	283	344	367	426	376	440	163	426	316	111	017	145	231	011	-036	049	299	163	136	166	009	085	150	075	130	150	130	169	050
15	17	R-115	" Sports	252	292	352	432	426	473	226	465	351	122	036	160	286	052	-022	120	291	161	151	157	067	102	118	120	167	132	088	137	096
	18	R-131	Info II: Art	290	359	439	478	477	526	252	520	369	190	062	166	267	037	-085	103	311	201	190	201	019	072	184	135	123	154	088	205	080
	19	R-132	" Law	228	209	332	439	422	474	226	467	273	081	030	097	209	001	-017	049	245	127	120	123	004	021	110	103	044	112	078	131	050
	20	R-133	" Health	213	209	397	451	444	493	204	481	378	117	066	133	278	001	-016	071	356	186	167	176	022	098	179	078	156	168	148	197	063
	21	R-134	" Engineering	227	275	281	367	322	368	142	357	265	098	066	116	213	026	-008	081	273	119	103	135	-042	089	097	070	142	131	087	127	057
	22	R-135	" Architecture	196	265	301	341	336	373	193	372	242	067	041	101	198	004	-003	068	198	101	129	112	020	035	087	044	065	083	066	139	062
	23	R-136	" Journalism	196	241	321	408	405	448	188	435	314	108	053	106	269	018	-004	061	269	152	165	129	016	077	171	103	111	167	097	188	089
	24	R-137	" Foreign Travel	226	264	339	402	407	446	207	440	271	108	047	103	213	037	-008	061	233	136	155	123	015	040	127	128	066	107	046	141	052
	25	R-138	" Military	130	163	206	271	283	307	150	305	183	080	018	074	153	031	-016	048	165	064	090	087	005	030	087	007	068	090	090	110	088
	26	R-139	" Acct, Bus, Sales	236	240	358	484	432	503	253	500	339	118	058	110	257	024	003	053	308	162	160	136	013	079	167	123	106	163	089	167	087
	27	R-140	" Pract. Knowl.	293	248	336	369	336	387	172	378	369	131	066	150	262	012	086	101	376	196	176	169	032	143	192	076	139	156	113	171	070
	28	R-141	" Clerical	201	189	255	300	270	313	161	311	293	159	070	117	238	068	023	084	263	203	179	132	096	094	144	085	101	120	136	135	062
	29	R-142	" Bible	215	282	341	441	440	486	197	470	312	076	003	062	242	012	-041	017	275	108	106	095	071	026	141	123	105	129	045	176	098
	30	R-143	" Colors	207	275	330	338	346	378	178	369	236	075	066	105	186	072	022	050	215	096	166	120	010	080	124	086	096	091	071	151	072
	31	R-144	" Etiquette	210	232	291	328	315	354	195	347	262	090	066	106	201	010	007	060	235	142	122	125	006	097	106	065	102	121	088	127	073
	32	R-145	" Hunting	074	031	065	086	086	096	076	109	082	085	017	041	083	021	007	066	043	049	029	086	032	006	009	041	051	046	003	027	002
	33	R-146	" Fishing	032	014	005	042	033	041	035	049	056	030	031	016	051	023	026	002	035	030	036	009	040	036	044	033	030	056	030	048	032
	34	R-147	" Outdr Act(Other)	285	318	370	426	422	468	217	462	339	113	027	167	259	013	-027	089	306	165	161	167	029	099	132	110	172	140	074	149	069
	35	R-148	" Photography	201	201	250	231	282	316	128	311	264	106	038	113	195	023	-009	063	246	166	131	136	020	110	133	085	123	109	122	136	051
	36	R-149	" Games	221	216	248	278	307	326	207	332	265	104	063	093	218	028	006	056	216	136	104	116	-010	076	107	104	073	091	029	081	063
	37	R-150	" Theater, ballet	263	303	389	456	453	502	263	498	332	149	075	162	290	055	003	080	302	181	212	169	043	092	183	152	129	146	095	193	088
	38	R-151	" Foods	184	225	360	365	314	362	176	356	235	110	072	110	173	051	023	075	221	123	161	119	004	083	130	097	097	096	068	162	081
	39	R-152	" Miscellaneous	236	315	393	463	475	518	229	507	364	120	033	140	281	025	-031	086	322	104	168	167	024	088	156	106	153	135	085	161	076
	40	R-162	" Vocabulary II	276	369	463	566	516	583	223	563	399	169	062	137	299	021	-031	065	379	213	193	180	-010	090	191	108	138	179	130	213	081
	41	R-172	Vocab Tot. (I & II)	336	422	520	639	613	689	290	671	447	139	090	163	337	020	-030	070	407	190	216	187	002	090	208	112	173	195	120	240	101
16	42	R-190	Info I Total	375	480	561	679	680	750	352	740	490	143	066	161	381	021	-034	096	430	204	213	203	020	088	206	156	180	203	121	259	113
	43	R-192	Info II Total	362	431	529	633	618	690	321	679	477	171	072	181	369	038	-009	106	421	233	232	221	036	111	220	171	170	206	126	253	118
	44	R-100	Info Total (I & II)	381	476	565	681	677	769	351	759	499	157	057	173	387	028	-026	102	439	220	226	215	026	098	217	163	184	209	127	266	118
17	45	R-211	Memory for Sentences	162	162	238	313	291	332	127	323	300	098	066	078	250	030	005	040	238	124	117	100	030	073	099	051	083	082	069	126	061
18	46	R-212	Memory for Words	211	282	368	465	455	[illegible]	232	491	300	121	071	160	321	066	014	082	311	126	170	160	024	062	130	072	095	116	085	151	075
19	47	R-220	Disguised Words	341	362	463	451	450	[illegible]	266	492	430	202	299	209	359	153	210	235	341	293	379	292	079	136	203	110	135	169	125	195	120
20	48	R-231	English: Spelling	216	242	376	450	486	519	217	505	490	169	153	163	401	068	073	080	417	199	201	169	032	113	195	068	136	156	161	196	101
21	49	R-232	Capitalization	220	238	372	400	411	448	172	433	456	126	091	128	363	005	-012	065	384	190	180	171	001	123	125	072	106	112	110	133	018
22	50	R-233	" Punctuation	329	415	541	599	624	676	291	659	529	155	081	155	422	030	-005	073	448	215	249	206	-027	109	185	081	143	163	143	199	089
23	51	R-234	" Usage	269	310	430	487	485	536	236	524	411	116	039	113	320	010	-031	041	361	177	187	162	-026	048	155	051	133	136	080	151	053
24	52	R-235	" Eff. Exp.	227	208	396	430	402	457	179	446	331	087	015	096	236	-020	-050	031	329	169	190	160	-059	076	132	044	090	098	005	133	035
25	53	R-230	" Total	336	392	552	615	629	687	286	668	506	170	087	165	460	023	-007	077	503	265	273	222	-017	138	203	059	160	175	150	216	077
26	54	R-240	Word Functions	368	431	513	606	626	680	327	676	449	166	097	167	366	047	032	103	371	189	212	200	-028	078	156	073	126	156	103	196	108
27	55	R-250	Reading Comprehension	369	482	585	638	605	684	[illegible]	667	443	172	081	202	326	021	-007	120	419	249	256	267	-016	083	207	110	156	170	114	223	075
28	56	R-260	Creativity	370	469	476	591	606	526	253	510	353	161	095	218	296	066	032	166	296	191	205	261	041	078	137	085	126	101	077	135	066
29	57	R-270	Mechanical Reasoning	457	555	530	667	637	687	266	403	278	138	071	236	216	067	017	170	266	170	168	253	-020	166	085	076	120	094	022	094	036
30	58	R-281	Vis. in 2 Dimens		472	422	327	339	368	203	368	311	208	167	302	262	100	106	259	263	229	191	302	066	098	065	063	102	098	096	063	038
31	59	R-282	Vis. in 3 Dimens	472		535	430	438	479	233	476	262	137	071	249	200	041	018	167	237	176	165	206	-057	-001	073	066	098	087	013	068	061
32	60	R-290	Abstract Reasoning	422	535		508	510	562	250	551	366	163	073	240	259	016	-006	153	350	211	229	282	-072	052	112	027	112	106	050	116	060
33	61	R-311	Math I	327	430	508		638	885	309	869	475	117	025	113	372	024	-043	037	415	161	169	153	-039	064	146	086	102	146	078	172	086
34	62	R-312	Math II	339	438	510	638		924	409	906	530	163	056	165	430	052	-010	084	426	175	186	106	-015	059	167	078	128	161	087	188	106
35	63	R-320	Math I & II	368	479	562	885	924		401	970	558	165	047	166	451	066	-027	069	463	186	197	187	-029	067	161	086	128	169	091	195	107
36	64	R-333	Math III	203	233	250	309	409	401		577	244	098	109	121	232	089	081	102	149	067	134	119	020	037	077	067	094	104	030	091	068
37	65	R-340	Math Total(I+II+III)	368	476	551	869	906	970	577		546	150	066	153	448	059	-007	083	440	179	206	191	-020	072	166	096	126	176	087	193	110
42	66	R-410	Arith Computation	311	262	366	475	530	558	244	546		285	195	242	685	184	130	200	716	268	276	256	150	202	195	072	191	202	198	202	165
43	67	R-420	Table Reading	208	137	163	117	163	165	098	150	285		449	445	286	789	414	440	154	799	370	186	227	125	115	069	120	122	118	101	101
44	68	R-430	Clerical Checking	167	071	073	025	056	047	109	066	195	449		420	296	425	956	449	024	289	750	336	232	107	106	066	089	125	116	106	135
45	69	R-440	Object Inspection	302	269	240	113	145	144	121	153	242	445	420		254	338	384	916	112	367	355	931	213	133	092	052	108	106	099	078	078
46	70	A-410	Arith Computation	262	200	259	372	439	451	232	448	685	286	296	254		263	220	257	309	192	232	227	220	186	184	080	185	207	186	187	167
47	71	A-420	Table Reading	100	041	014	024	052	044	089	059	184	789	425	338	263		447	416	-018	761	228	222	246	091	089	077	088	099	080	077	118
48	72	A-430	Clerical Checking	106	018	-006	-043	-010	-027	081	-007	130	414	956	384	220	447		443	-064	214	524	280	264	093	086	073	077	109	101	087	139
49	73	A-440	Object Inspection	259	187	153	037	084	069	102	083	200	440	449	916	257	416	443		024	286	308	779	266	129	091	059	111	101	099	071	095
38	74	F-410	Arith Computation	243	237	358	413	424	463	149	440	716	154	026	112	309	-018	-064	024		260	216	178	-006	133	121	016	112	102	125	122	067
39	75	F-420	Table Reading	229	176	211	161	175	156	087	179	268	799	289	367	192	761	214	286	260		359	389	117	108	094	033	104	096	098	086	063
40	76	F-430	Clerical Checking	141	165	229	169	186	197	134	206	276	370	750	355	232	228	524	308	216	359		345	080	104	115	028	087	118	112	109	087
41	77	F-440	Object Inspection	302	266	282	153	186	187	119	191	256	388	336	931	227	222	280	779	178	389	345		141	125	079	042	105	102	087	078	081
50	78	A-500	Preferences	066	-057	-072	-034	-015	-029	020	-020	150	227	232	213	220	246	264	266	-006	117	080	141		185	165	218	144	133	135	148	155
51	79	R-601	SAI: Sociability	058	-001	052	064	059	067	037	072	202	125	107	133	186	091	093	129	133	108	104	125	185		525	268	536	432	403	451	376
52	80	R-602	" Soc.Sensitivity	065	073	112	144	147	161	077	164	195	119	108	092	184	089	086	091	121	094	115	079	165	525		220	495	606	526	624	402
53	81	R-603	" Impulsiveness	063	066	027	086	078	076	062	076	072	089	066	052	088	077	073	059	016	033	028	042	218	268	220		292	132	075	200	239
54	82	R-604	" Vigor	102	098	112	102	128	128	096	124	191	120	089	108	105	088	077	111	112	106	087	105	166	536	455	252		417	408	449	386
55	83	R-605	" Calmness	096	097	166	144	161	169	104	176	202	122	125	106	207	099	109	101	102	096	110	102	133	432	606	132	417		526	573	391
56	84	R-606	" Tidiness	036	013	050	078	087	091	030	087	198	118	116	099	186	090	101	049	126	098	112	087	135	403	526	075	408	526		509	327
57	85	R-607	" Culture	063	068	116	172	180	195	091	133	202	101	106	078	187	077	087	071	132	086	109	076	148	451	624	200	449	573	509		424
58	86	R-608	" Leadership	038	041	048	086	166	107	068	110	165	101	135	078	167	118	135	095	067	063	087	061	153	370	402	259	396	391	327	424	
59	87	R-609	" Self-Confidence	081	070	078	111	119	128	071	128	161	088	122	091	156	061	110	084	096	079	105	087	106	403	302	127	322	412	253	327	346
60	88	R-610	" Mature Personality	083	020	121	201	256	250	126	251	206	117	131	087	256	090	116	086	198	097	127	076	150	396	607	162	481	603	615	625	479
	89	F-701	Int Inv: Phys Sci	-107	-192	-139	-206	-256	-256	-166	-259	-095	-009	-033	-012	-044	-027	-025	-005	-052	012	-040	-015	-015	043	-064	-070	-106	-106	001	-115	-165
	90	F-702	" Biol Sci & Med	-055	-113	-113	-149	-184	-186	-122	-188	-079	-029	-053	-036	-076	-021	-034	-030	-048	-026	-074	-035	-028	-055	-148	-072	-178	-148	-071	-200	-189
	91	F-703	" Pub Serv.	-012	-019	007	-049	-077	-071	-054	-072	-027	-009	-039	-007	-041	-016	-036	-005	006	020	-031	-006	-040	-070	-094	-072	-078	-090	-040	-118	-188
	92	F-704	" Lit-Ling.	-062	-104	-099	-180	-190	-205	-103	-206	-102	-006	-031	-018	-100	000	-014	-004	-057	-010	-059	-028	-059	-094	-215	-147	-151	-166	-088	-248	-237
	93	F-705	" Soc.Serv.	004	-011	-027	-073	-107	-101	-060	-106	-090	-036	-061	-034	-084	-021	-039	-016	-059	-035	-089	-039	-044	-168	-214	024	-147	-176	-147	-211	-198
	94	F-706	" Artistic	-116	-209	-185	-167	-167	-186	-101	-183	-076	-006	-016	-087	-063	007	000	-063	-059	-014	-059	-095	-022	-061	-147	-106	-106	-115	-052	-208	-136
	95	F-707	" Musical	-052	-077	-051	-073	-110	-103	-076	-102	-042	038	001	009	-045	015	005	011	-019	-044	-006	005	-011	-014	-133	-051	-103	-112	-060	-205	-155
	96	F-708	" Sports	-105	-123	-105	-116	-135	-140	-083	-139	-102	-034	-019	-054	-093	-025	-004	-040	-069	-029	-046	-059	-040	-131	-091	-106	-234	-087	-016	-110	-138
	97	F-709	" Outdr Rec.	-056	-107	-070	-066	-072	-075	-060	-071	-006	006	012	-022	000	005	013	-010	013	-005	008	-026	-033	013	-031	-005	-135	-030	-052	-036	-065
	98	F-710	" Bus.-Mgmt.	015	-019	015	-025	-024	-027	-017	-028	-025	002	-022	-010	-033	-009	-018	-004	-002	012	-023	-013	-038	-140	-101	-062	-088	-003	-063	-096	-175
	99	F-711	" Sales	041	-019	017	-024	-007	-016	-017	-021	015	039	003	013	009	019	002	009	017	067	005	015	-011	-029	-010	-051	-021	-013	-003	-011	-077
	100	F-712	" Computation	-046	-063	-020	-071	-068	-077	-078	-075	-108	-036	-066	-022	-106	-062	-042	-016	-061	-015	-039	-021	-016	-022	-016	041	-033	-069	-066	-029	-025
	101	F-713	" Office Work	017	069	083	112	140	141	099	145	-007	-012	-017	000	-008	-008	-018	-002	-003	-018	-007	006	-018	-060	031	062	015	016	-043	075	044
	102	F-714	" Mech-Tech	004	-052	035	-003	008	003	-011	007	081	054	029	058	066	006	016	049	066	079	090	062	001	091	094	-034	-002	033	112	099	-037
	103	F-715	" Skilled Trades	011	-023	042	032	091	042	017	045	071	045	018	033	051	009	007	026	049	042	039	041	-016	016	025	-032	-006	021	051	027	-055
	104	F-716	" Farming	-090	-123	-070	-079	-044	-085	-026	-057	039	043	070	000	032	017	065	010	031	033	058	-003	004	019	016	-044	-084	011	041	016	-011
	105	F-717	" Labor	037	005	069	035	053	049	028	052	093	050	069	082	074	000	034	062	080	079	066	092	-006	104	079	-003	042	077	102	113	009
	106	C-001	Composite: I.Q.Comp.	431	559	777	795	680	808	326	784	498	176	077	221	368	023	-017	127	465	251	265	271	-041	082	149	104	152	176	103	213	082
	107	C-002	" Gen.Acad.Apt.	418	526	672	795	808	886	377	864	594	186	086	201	464	037	-011	109	518	256	277	255	-020	108	216	105	171	199	136	238	102
	108	C-003	" Verbal	362	461	591	681	686	753	327	736	572	176	084	173	446	026	-013	085	500	249	276	228	-007	125	226	111	178	195	134	250	099
	109	C-004	" Quantitative	377	483	561	805	919	958	394	976	549	155	078	158	456	063	006	040	440	181	215	197	-015	089	167	102	138	182	094	265	122
	110	C-005	" Technical	392	511	523	582	574	637	304	632	386	118	035	165	300	014	-020	113	338	173	166	197	006	063	137	121	147	155	067	180	059
	111	C-006	" Sci. Apt.	453	584	710	809	787	879	434	872	530	174	076	214	413	039	-011	131	464	235	249	259	-017	077	189	120	163	191	101	225	096

continued on next page

Table V-3a (continued)

Row No.	Code	Description
1		Grade
2		Sex (1=M, 2=F)
3	B-101	Info I: Screening
4	B-102	" Vocab I
5	B-103	" Literature
6	B-104	" Music
7	B-105	" Soc. Studies
8	B-106	" Math
9	B-107	" Phys. Sci
10	B-108	" Bio. Sci
11	B-109	" Sci Aptitude
12	B-110	" Aero. & Space
13	B-111	" Elec & Electron
14	B-112	" Mechanical
15	B-113	" Farming
16	B-114	" Home Ec
17	B-115	" Sports
18	B-131	Info II: Art
19	B-132	" Law
20	B-133	" Health
21	B-134	" Engineering
22	B-135	" Architecture
23	B-136	" Journalism
24	B-137	" Foreign Travel
25	B-138	" Military
26	B-139	" Acct., Bus., Sales
27	B-140	" Pract. Know.
28	B-141	" Clerical
29	B-142	" Bible
30	B-143	" Colors
31	B-144	" Etiquette
32	B-145	" Hunting
33	B-146	" Fishing
34	B-147	" Outdr Act(Other)
35	B-148	" Photography
36	B-149	" Games
37	B-150	" Theater, Ballet
38	B-151	" Foods
39	B-152	" Miscellaneous
40	B-160	" Vocabulary II
41	B-170	Vocab Tot. (I & II)
42	B-180	Info I Total
43	B-190	Info II Total
44	B-200	Info Total (I & II)
45	B-211	Memory for Sentences
46	B-212	Memory for Words
47	B-220	Disguised Words
48	B-230	English: Spelling
49	B-231	" Capitalization
50	B-232	" Punctuation
51	B-233	" Usage
52	B-234	" Eff. Exp.
53	B-235	" Total
54	B-240	Word Functions
55	B-250	Reading Comprehension
56	B-260	Creativity
57	B-270	Mechanical Reas.
58	B-281	Vis. in 2 Dimens
59	B-282	Vis. in 3 Dimens
60	B-290	Abstract Reasoning
61	B-311	Math I
62	B-312	Math II
63	B-310	Math I & II
64	B-313	Math III
65	B-320	Math Total(I+II+III)
66	B-410	Arith Computation
67	B-420	Table Reading
68	B-430	Clerical Checking
69	B-440	Object Inspection
70	A-410	Arith Computation
71	A-420	Table Reading
72	A-430	Clerical Checking
73	A-440	Object Inspection
74	F-410	Arith Computation
75	F-420	Table Reading
76	F-430	Clerical Checking
77	F-440	Object Inspection
78	A-500	Preferences
79	B-601	SAQ: Sociability
80	B-602	" Soc. Sensitivity
81	B-603	" Impulsiveness
82	B-604	" Vigor
83	B-605	" Calmness
84	B-606	" Tidiness
85	B-607	" Culture
86	B-608	" Leadership
87	B-609	" Self-Confidence
88	B-610	" Mature Personality
89	F-701	Int Inv: Phys Sci
90	F-702	" Biol Sci & Med
91	F-703	" Pub Serv.
92	F-704	" Lit-Ling.
93	F-705	" Soc. Serv.
94	F-706	" Artistic
95	F-707	" Musical
96	F-708	" Sports
97	F-709	" Outdr Rec.
98	F-710	" Bus.-Mgmt.
99	F-711	" Sales
100	F-712	" Computation
101	F-713	" Office Work
102	F-714	" Mech-Tech
103	F-715	" Skilled Trades
104	F-716	" Farming
105	F-717	" Labor
106	C-001	Composite: I.Q. Comp.
107	C-002	" Gen. Acad. Apt.
108	C-003	" Verbal
109	C-004	" Quantitative
110	C-005	" Technical
111	C-006	" Sci. Apt.

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-3b.

Table V-3 (continued)

Table V-3b. All 15-year-old girls not in high school (N=163)

continued on next page

Table V-3b (continued)

Var	Var	Code	Description	Bible	Colors	Etiquette	Hunting	Fishing	Outdr Act(Other)	Photography	Games	Theater,Ballet	Foods	Miscellaneous	Vocabulary II	Voc.Tot. (I & II)	Info I Total	Info II Total	Info Tot (I & II)	Mem.for Sentences	Mem.for Words	Disguised Words	Spelling	Capitalization	Punctuation	Usage	Eff. Exp.	Eng. Total	Word Functions	Reading Comp.	Creativity	Mech.Reasoning
				29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
	1		Grade	-047	021	141	183	-004	113	061	064	096	035	096	091	097	211	129	191	040	150	101	062	022	174	079	053	093	192	054	149	126
	2		Sex (1=M, 2=F)																													
1	3	R-101	Info I: Screening	364	160	281	111	123	392	241	344	250	107	263	361	545	735	605	721	298	359	384	373	414	379	452	323	513	119	418	095	119
2	4	R-102	" Vocab I	437	166	279	116	051	267	245	276	324	122	328	316	880	704	604	700	295	346	479	279	371	406	445	250	469	195	578	138	177
3	5	R-103	" Literature	367	156	214	057	122	362	212	259	279	102	280	310	460	694	550	674	191	200	362	220	304	298	354	227	377	287	448	106	225
4	6	R-104	" Music	157	153	214	071	014	227	220	191	221	275	252	157	340	550	391	518	145	155	312	201	206	205	194	161	255	191	358	059	119
5	7	R-105	" Soc.Studies	358	144	289	137	003	377	364	321	339	236	290	371	531	807	626	778	230	282	417	340	389	371	424	340	489	178	550	214	186
6	8	R-106	" Math	244	087	365	181	185	286	214	205	163	056	220	218	316	564	404	532	221	254	286	303	306	373	211	204	374	292	260	110	026
7	9	R-107	" Phys. Sci	306	103	230	030	162	329	122	288	274	083	247	248	478	679	505	648	275	350	325	343	451	447	351	199	498	280	457	251	199
8	10	R-108	" Bio. Sci	324	184	114	183	118	262	173	287	241	056	177	235	398	587	452	565	324	266	332	238	310	308	331	213	376	153	406	196	105
9	11	R-109	" Sci Attitude	373	141	360	140	028	438	333	310	376	056	287	339	464	642	628	606	171	151	337	191	331	306	345	241	386	114	428	221	201
10	12	R-110	" Aero & Space	136	154	-021	-005	037	079	001	-021	118	-034	010	160	151	187	185	195	108	081	094	090	067	143	-020	069	091	080	090	049	092
11	13	R-111	" Elec & Electron	220	124	279	188	216	332	240	174	168	195	211	197	374	552	479	551	070	082	303	158	270	254	136	148	274	299	317	182	258
12	14	R-112	" Mechanical	278	137	312	132	084	418	315	295	400	102	312	334	496	695	582	686	201	203	393	289	380	297	414	250	460	126	420	204	180
13	15	R-113	" Farming	413	008	315	275	116	432	307	314	266	086	258	362	529	715	601	706	240	207	386	278	420	310	427	291	469	089	459	305	225
14	16	R-114	" Home Ec	287	141	279	053	058	385	324	384	318	271	286	386	528	698	601	695	341	296	434	302	426	412	447	260	502	057	505	196	174
15	17	R-115	" Sports	175	-000	219	-023	049	233	187	247	123	095	255	195	304	474	326	442	002	186	188	200	142	198	232	223	242	188	256	106	147
	18	R-131	Info II:Art	344	071	312	046	097	403	289	346	346	120	321	421	492	568	692	638	196	137	413	324	370	363	432	169	449	105	520	212	155
	19	R-132	" Law	263	166	260	066	005	175	275	181	354	126	159	368	437	454	553	510	146	138	218	117	272	093	229	094	238	186	363	-043	132
	20	R-133	" Health	275	203	424	052	014	353	334	355	336	168	295	496	569	565	695	637	193	307	303	330	382	350	369	309	461	048	435	099	169
	21	R-134	" Engineering	086	090	178	011	008	160	133	204	242	019	225	285	323	339	388	372	066	038	155	376	179	293	131	066	267	033	285	198	140
	22	R-135	" Architecture	303	028	169	065	074	245	316	095	192	-052	300	248	276	376	429	412	153	135	226	114	299	225	263	187	307	099	275	204	023
	23	R-136	" Journalism	097	055	196	047	-050	137	171	094	170	085	243	395	339	237	377	298	-018	003	131	163	163	189	276	049	224	095	245	050	112
	24	R-137	" Foreign Travel	045	-022	204	019	-030	191	204	081	286	-005	269	188	249	278	350	316	084	034	219	073	166	136	105	031	154	022	219	237	272
	25	R-138	" Military	085	-015	-056	046	025	032	-008	-004	073	057	103	-006	038	052	114	076	044	023	017	-004	-000	096	075	-081	028	058	-007	-071	-117
	26	R-139	" Acct,Bus,Sales	228	115	179	084	076	177	184	254	271	191	210	466	465	372	516	441	-008	109	225	122	161	151	223	054	195	146	251	102	090
	27	R-140	" Pract.Knowl.	299	105	216	-004	-033	272	334	302	335	140	263	476	515	490	621	559	146	091	366	260	374	305	330	220	410	-017	370	143	148
	28	R-141	" Clerical	218	-039	225	130	094	187	285	310	184	136	056	213	337	334	435	386	209	165	161	109	150	198	231	047	201	108	172	012	043
	29	R-142	" Bible		004	076	130	067	120	169	317	279	142	216	325	478	476	567	530	159	270	271	141	302	252	299	099	314	078	390	053	107
	30	R-143	" Colors	004		098	-010	022	080	100	115	101	-011	188	072	156	195	210	209	162	144	078	038	191	244	117	098	201	061	129	073	036
	31	R-144	" Etiquette	076	098		199	161	244	277	252	297	044	159	299	351	399	476	445	020	179	295	190	173	247	260	146	261	186	202	080	116
	32	R-145	" Hunting	130	-010	199		156	112	188	147	063	048	068	-040	064	173	221	198	-051	-035	105	046	145	109	100	010	128	102	126	080	147
	33	R-146	" Fishing	067	022	161	156		003	-012	082	026	098	087	081	078	138	153	149	-025	014	211	077	110	073	025	-002	089	055	048	037	081
	34	R-147	" Outdr Act(Other)	120	080	244	112	003		156	354	148	099	230	264	325	517	525	543	094	131	365	272	310	237	294	216	356	149	322	217	243
	35	R-148	" Photography	169	100	277	188	-012	156		087	263	160	199	273	316	383	472	433	141	018	282	158	231	167	311	201	282	048	368	188	217
	36	R-149	" Games	317	115	252	147	082	354	087		231	137	177	225	311	422	527	479	073	189	226	228	236	231	245	093	281	090	252	151	077
	37	R-150	" Theater,ballet	279	101	297	063	026	148	263	231		070	138	539	504	417	577	493	250	253	303	303	273	208	291	184	331	-038	484	087	192
	38	R-151	" Foods	142	-011	044	048	098	099	168	137	070		033	096	135	206	266	237	003	092	097	067	044	-003	193	041	086	-010	069	-044	033
	39	R-152	" Miscellaneous	216	188	159	068	087	230	199	177	138	033		351	412	398	514	460	-003	219	308	293	337	333	205	147	365	189	363	226	039
	40	R-162	" Vocabulary II	325	072	299	-040	081	264	273	225	539	094	351		729	456	639	542	217	286	421	337	281	341	386	238	406	073	490	114	026
	41	R-172	Vocab Tot. (I & II)	478	156	351	064	078	325	314	311	506	135	412	729		736	756	777	321	393	557	370	408	464	516	300	541	177	662	157	140
16	42	R-190	Info I Total	476	195	399	173	138	517	383	422	417	206	398	456	736		814	976	338	370	547	412	520	505	526	369	625	273	649	258	259
	43	R-192	Info II Total	567	210	476	221	153	525	472	527	577	266	514	639	756	814		900	232	284	508	387	502	449	522	250	578	167	624	216	245
	44	R-100	Info Total (I & II)	530	209	445	198	149	543	433	479	493	237	460	542	777	976	900		315	356	558	422	537	508	548	363	637	247	669	295	206
17	45	R-211	Memory for Sentences	159	162	020	-051	-025	094	141	073	250	003	-003	217	321	338	232	315		380	233	293	326	452	365	394	468	125	392	105	045
18	46	R-212	Memory for Words	270	144	179	-035	014	131	018	189	253	092	219	286	393	370	284	356	380		315	378	387	406	292	337	473	220	317	110	019
19	47	R-220	Disguised Words	271	078	295	105	211	365	282	226	303	097	308	421	557	547	508	558	233	315		391	396	447	410	330	516	166	497	239	041
20	48	R-231	English:Spelling	141	038	190	046	077	272	158	228	303	067	293	337	370	412	387	422	293	378	391		504	498	494	362	714	046	445	168	083
21	49	R-232	" Capitalization	302	191	173	145	110	310	231	236	273	044	337	281	408	520	502	537	326	387	396	504		506	510	388	863	098	432	278	169
22	50	R-233	" Punctuation	252	244	247	109	073	237	167	231	208	-003	333	341	464	505	449	508	452	406	447	498	506		518	440	771	230	450	238	083
23	51	R-234	" Usage	299	117	260	100	025	294	311	245	291	193	205	386	516	526	522	548	365	292	410	494	510	518		420	755	079	432	169	045
24	52	R-235	" Eff. Exp.	099	098	146	010	-002	216	201	093	184	061	147	238	300	369	250	343	394	337	330	362	388	440	420		617	171	380	156	134
25	53	R-230	" Total	314	201	261	128	089	356	282	281	331	086	365	406	541	625	578	637	468	473	516	714	863	771	755	617		159	557	284	147
26	54	R-240	Word Functions	078	061	186	102	055	149	048	090	-038	-010	189	073	177	273	167	247	125	220	166	046	098	230	079	171	159		274	101	055
27	55	R-250	Reading Comprehension	390	129	202	124	048	322	368	252	484	069	363	490	662	649	624	669	392	317	497	445	432	450	432	380	557	274		226	286
28	56	R-260	Creativity	053	073	080	080	037	217	188	151	087	-044	226	114	157	258	216	255	105	110	239	168	278	238	169	156	284	101	226		231
29	57	R-270	Mechanical Reasoning	107	036	116	147	-081	243	217	077	192	033	039	024	140	259	245	266	045	019	041	083	169	083	045	134	147	055	286	231	
30	58	R-281	Vis. in 2 Dimens	076	101	093	130	009	096	136	091	117	086	221	118	222	278	222	271	104	083	273	017	266	242	137	177	248	023	210	173	198
31	59	R-282	Vis. in 3 Dimens	010	225	003	017	036	082	156	083	073	-027	206	090	128	211	125	190	-003	059	159	138	216	172	-002	109	186	093	255	246	202
32	60	R-290	Abstract Reasoning	-004	140	073	003	021	145	154	076	049	-159	186	143	192	173	157	175	167	103	259	270	221	250	128	211	279	131	235	159	200
33	61	R-311	Math I	070	-032	202	148	-057	134	218	048	214	019	209	261	281	327	243	312	239	266	252	377	233	362	281	256	375	184	351	282	130
34	62	R-312	Math II	243	080	247	146	030	235	167	181	249	125	201	238	348	413	382	421	168	227	262	249	358	289	363	208	402	106	373	310	210
35	63	R-320	Math I & II	209	036	283	184	-013	239	238	150	292	096	256	311	397	467	398	464	251	307	322	386	377	404	407	288	488	178	454	372	217
36	64	R-333	Math III	-065	-008	-003	224	-018	076	-086	-010	-082	-009	-038	-080	-125	-053	-024	-045	-144	-080	-021	-023	-077	-050	-026	044	-051	-099	-101	109	087
37	65	R-340	Math Total(I+II+III)	157	029	248	243	-018	235	179	129	227	081	212	245	305	393	362	392	169	241	276	332	304	337	349	270	411	121	364	367	222
42	66	R-410	Arith Computation	286	226	314	157	170	314	277	387	287	007	287	364	426	563	544	582	312	301	310	360	560	464	415	389	602	279	452	248	211
43	67	R-420	Table Reading	156	-077	232	139	087	075	267	144	254	089	085	266	249	194	265	228	079	080	142	054	229	032	171	-031	158	081	162	051	003
44	68	R-430	Clerical Checking	070	027	160	025	205	043	057	073	213	123	070	263	203	156	222	187	-000	193	297	061	132	123	166	121	161	099	087	-088	-058
45	69	R-440	Object Inspection	155	129	111	041	030	085	176	079	290	-029	087	241	200	219	242	237	259	209	205	071	227	088	173	140	203	135	231	016	136
46	70	A-410	Arith Computation	159	020	199	269	313	142	107	218	097	071	151	116	165	310	294	318	044	164	164	175	244	250	078	090	241	208	206	084	104
47	71	A-420	Table Reading	-010	-140	207	314	173	050	125	-064	044	126	-016	040	072	061	082	071	-189	-077	120	-151	-110	-132	002	-180	-141	138	-029	-044	-019
48	72	A-430	Clerical Checking	-007	-058	137	093	192	039	033	-014	123	083	040	143	092	094	128	111	-125	116	238	-032	048	031	080	030	048	092	-011	-128	-083
49	73	A-440	Object Inspection	120	-037	072	198	197	061	125	030	158	043	022	116	108	156	162	165	022	049	162	-053	053	-009	067	-023	024	210	108	-084	078
38	74	F-410	Arith Computation	129	228	112	-147	-184	180	181	171	203	-078	140	266	278	256	295	267	295	229	149	192	331	218	369	325	381	062	256	176	111
39	75	F-420	Table Reading	192	078	028	-192	-094	028	157	228	231	-041	111	248	195	146	202	173	293	172	025	225	372	180	187	163	328	-062	210	104	023
40	76	F-430	Clerical Checking	190	190	108	-137	101	024	071	212	270	131	090	351	311	167	201	229	266	235	233	218	225	241	242	237	300	052	241	056	031
41	77	F-440	Object Inspection	125	204	101	-094	-109	072	151	087	286	-073	105	250	198	189	216	207	346	256	164	161	279	130	192	216	266	029	241	086	128
50	78	A-500	Preferences	376	040	169	156	098	216	203	332	329	146	082	182	246	366	431	392	[illegible]	143	216	092	295	102	229	-013	229	001	147	002	093
51	79	R-601	SAI: Sociability	258	094	298	029	202	182	251	214	277	195	212	277	349	410	405	427	020	156	324	154	269	251	217	130	288	-001	165	077	248
52	80	R-602	" Soc.Sensitivity	253	046	225	096	238	206	173	251	124	177	250	244	336	462	414	466	168	182	317	223	280	287	304	084	327	124	293	044	105
53	81	R-603	" Impulsiveness	067	-183	141	127	206	131	076	007	076	157	084	149	103	177	122	165	-106	-067	128	039	015	058	106	-090	038	048	013	-053	-014
54	82	R-604	" Vigor	250	026	138	-042	132	230	111	230	152	232	286	283	309	408	403	425	005	113	213	214	241	153	107	044	239	-004	188	088	165
55	83	R-605	" Calmness	287	022	277	058	175	223	221	256	223	131	343	348	398	438	468	469	072	167	302	244	254	288	285	049	309	120	280	079	023
56	84	R-606	" Tidiness	299	099	156	021	250	240	107	317	165	233	256	281	361	483	449	493	136	226	385	237	302	288	291	128	344	071	259	022	080
57	85	R-607	" Culture	226	099	264	003	172	288	118	280	147	126	274	293	367	454	413	460	071	159	323	198	206	310	261	089	284	088	225	038	131
58	86	R-608	" Leadership	093	-107	-093	026	110	-024	-071	-047	-098	197	140	-045	-015	031	016	027	-124	-015	046	-046	-037	-086	-027	-262	-098	-005	-129	-020	-013
59	87	R-609	" Self-Confidence	228	-049	175	-004	133	244	281	103	149	227	093	233	335	349	332	359	136	059	291	119	229	241	203	126	275	113	269	-064	051
60	88	R-610	" Mature Personality	196	054	135	049	178	131	031	143	016	225	180	150	173	331	270	326	068	160	222	162	132	150	155	-002	160	131	115	020	119
	89	R-701	Int Inv: Phys Sci	105	208	096	-016	-007	141	190	303	114	153	074	110	137	137	233	178	045	065	126	062	089	099	144	172	139	-051	104	-003	097
	90	R-702	" Biol Sci & Med	-015	191	100	006	-072	098	251	195	046	073	006	017	057	097	136	116	-076	027	113	058	-029	014	077	084	032	-034	028	021	135
	91	R-703	" Pub Serv.	060	167	148	124	-012	131	138	230	143	-021	085	196	113	092	176	126	-051	042	148	061	066	137	070	096	108	-036	119	-018	109
	92	R-704	" Lit-Ling.	-128	218	066	038	-010	155	051	181	045	081	-032	028	-062	-025	049	000	-103	-008	019	-001	-002	-027	-048	-032	-024	-018	-016	-002	107
	93	R-705	" Soc.Serv.	-065	103	078	174	-117	138	142	141	060	-028	003	-006	-012	-032	068	003	-177	-018	020	-067	-067	-047	-049	-109	-084	-063	-027	-040	061
	94	R-706	" Artistic	-091	130	004	003	020	095	043	079	-003	007	-096	-042	-094	-090	-007	-064	-116	-058	-076	-176	-053	-114	-114	018	-109	-092	-057	-094	082
	95	R-707	" Musical	-134	263	040	029	-077	205	057	165	-003	110	-071	028	-057	044	100	066	-020	-051	020	-012	006	-048	-009	019	-011	-032	083	-066	078
	96	R-708	" Sports	-088	096	078	110	027	030	060	-022	034	047	-021	003	-112	-099	-015	-074	-093	-103	-055	-075	-026	-073	-091	-052	-073	030	-063	-088	124
	97	R-709	" Outdr Rec.	-007	155	172	025	-040	208	089	178	177	107	-035	175	083	075	200	124	025	138	028	099	039	074	164	180	119	-034	072	-091	106
	98	R-710	" Bus.-Mgmt.	-013	157	095	027	-062	151	128	200	108	023	-009	092	039	076	127	098	-065	036	029	[illegible]	029	-014	040	-010	014	-018	035	-016	118
	99	R-711	" Sales	078	144	059	073	059	104	111	261	129	080	-008	096	064	122	156	140	-008	013	108	[illegible]	041	019	097	119	059	005	064	002	043
	100	R-712	" Computation	077	100	123	061	-088	117	201	202	164	201	070	117	180	200	215	214	-034	077	131	033	050	067	213	171	123	-068	136	004	167
	101	R-713	" Office Work	046	145	-077	030	033	126	047	159	064	068	085	037	087	136	131	140	-100	-094	036	-045	-013	-075	019	-009	-030	-093	039	-036	057
	102	R-714	" Mech-Tech	117	258	142	-053	-029	148	232	358	220	086	083	168	192	220	298	258	096	125	117	110	190	157	188	210	226	-049	153	-057	107
	103	R-715	" Skilled Trades	085	246	132	004	-022	151	149	284	186	064	090	129	135	147	234	185	-008	133	141	045	155	107	163	201	177	-053	086	-036	063
	104	R-716	" Farming	156	256	061	005	-033	202	191	255	122	134	062	151	126	160	278	210	100	073	105	159	148	163	199	146	209	-035	109	046	090
	105	R-717	" Labor	166	268	144	001	021	147	227	358	282	113	128	262	278	295	346	326	143	167	195	148	254	200	278	230	297	-051	213	-006	113
	106	C-001	Composite: I.Q.Comp.	281	134	223	127	025	313	371	214	406	-012	370	461	603	599	552	609	399	331	511	515	446	506	422	414	593	290	867	296	310
	107	C-002	" Gen.Acad.Apt.	370	189	314	167	078	398	361	304	426	087	423	497	665	732	671	763	478	476	577	685	773	735	705	576	926	242	760	393	243
	108	C-003	" Verbal	400	215	310	124	105	404	320	325	406	110	416	515	697	750	694	764	470	489	579	685	824	759	764	392	971	206	444	276	178
	109	C-004	" Quantitative	206	054	305	267	036	286	202	172	239	092	238	264	344	486	407	480	192	268	313	356	348	381	364	286	453	167	381	358	212
	110	C-005	" Technical	380	193	315	197	146	488	324	322	404	132	295	332	579	846	699	832	276	276	421	342	477	427	371	291	524	277	571	325	565
	111	C-006	" Sci. Apt.	346	162	323	221	079	444	385	293	431	063	392	442	632	781	676	778	369	356	528	505	531	547	471	414	653	307	780	487	451

continued on next page

Table V-3b (continued)

Var*	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preference 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83	Tidiness 84	Culture 85	Leadership 86
	1 2		Grade Sex (1=M, 2=F)	215	037	067	133	127	162	041	158	109	084	134	092	143	162	150	137	-049	-086	014	024	025	066	046	054	027	005	015	163	-128
1	3	R-101	Info I: Screening	261	151	127	245	352	379	-111	234	557	218	261	296	306	066	193	210	254	159	239	294	363	417	430	183	370	393	527	462	-021
2	4	R-102	" Vocab I	226	115	167	209	318	335	-118	252	338	161	099	110	148	072	028	069	200	098	187	101	215	292	298	039	232	310	305	305	010
3	5	R-103	" Literature	205	040	122	208	213	263	-025	223	371	115	118	220	219	001	068	175	151	125	151	175	187	288	294	160	236	269	330	317	-004
4	6	R-104	" Music	134	175	-017	147	178	205	036	194	135	011	047	019	097	055	061	035	034	-047	-011	000	193	195	362	094	226	341	348	257	168
5	7	R-105	" Soc.Studies	248	191	071	259	309	358	-017	309	437	103	117	104	153	-008	053	049	303	122	181	108	220	238	297	103	289	363	361	307	-022
6	8	R-106	" Math	059	018	-021	196	238	274	-021	234	362	097	114	056	271	-006	074	067	080	113	126	028	132	229	214	232	208	201	201	246	-010
7	9	R-107	" Phys. Sci	037	125	177	227	329	353	-064	288	414	105	109	087	291	041	077	066	113	070	106	071	218	255	325	166	266	247	311	285	053
8	10	R-108	" Bio. Sci	139	211	160	208	257	293	-095	224	327	089	028	156	192	-030	-017	100	134	131	106	142	239	124	270	-078	195	220	276	226	-071
9	11	R-109	" Sci Attitude	174	053	187	266	253	324	-064	262	409	083	-002	138	167	021	-042	020	255	069	083	178	217	250	268	056	235	213	203	241	-068
10	12	R-110	" Aero & Space	022	067	-060	140	-009	079	025	075	030	-076	-050	061	012	-030	-045	009	020	-051	-030	079	018	109	090	126	070	175	168	176	091
11	13	R-111	" Elec & Electron	257	161	112	228	165	243	013	218	370	114	097	074	374	236	162	188	-035	-133	-103	-040	221	287	298	214	261	235	242	279	148
12	14	R-112	" Mechanical	171	147	135	184	226	259	015	234	394	229	055	172	166	049	011	089	241	198	112	173	334	213	243	032	230	247	266	177	-007
13	15	R-113	" Farming	246	145	112	247	358	384	-010	335	431	173	079	194	207	058	035	137	233	126	122	167	274	285	356	093	342	309	300	314	030
14	16	R-114	" Home Ec	211	232	246	165	386	356	-017	307	385	194	162	237	185	-016	068	126	207	231	258	236	215	369	427	124	347	372	392	389	039
15	17	R-115	" Sports	126	056	039	214	206	263	-041	217	234	099	117	077	164	103	120	102	065	-004	036	031	183	270	237	168	303	278	286	270	081
	18	R-131	Info II: Art	264	206	121	167	205	235	022	215	304	106	073	139	078	-026	011	083	246	145	161	133	275	181	289	020	307	346	320	269	050
	19	R-132	" Law	020	070	013	047	187	153	004	137	279	155	183	220	095	054	121	099	197	111	198	233	163	209	153	-034	176	211	159	129	-057
	20	R-133	" Health	142	078	051	051	279	218	-037	179	409	106	164	083	120	-083	078	010	311	208	244	109	184	249	332	035	324	330	294	303	-031
	21	R-134	" Engineering	014	179	169	159	103	161	-041	127	135	-024	047	-115	062	-081	009	-122	076	063	100	-068	060	116	217	043	259	288	185	289	046
	22	R-135	" Architecture	122	-029	072	219	267	307	022	278	333	226	098	218	152	005	090	162	189	243	053	182	327	147	027	-023	-003	193	159	058	-040
	23	R-136	" Journalism	017	-060	006	150	097	152	024	143	161	052	116	071	089	048	098	031	073	004	081	075	049	092	011	087	147	090	103	092	017
	24	R-137	" Foreign Travel	300	123	237	206	204	256	-004	224	157	078	036	094	065	060	007	-039	097	020	074	162	041	139	205	-029	162	197	198	120	077
	25	R-138	" Military	-032	-046	004	149	-030	066	-064	035	-024	087	140	048	105	104	162	099	-152	-018	005	-009	152	028	027	039	-020	071	034	-039	046
	26	R-139	" Acct,Bus,Sales	183	-034	035	156	139	182	045	177	296	092	141	087	243	140	089	113	039	-053	161	035	142	285	212	167	300	263	299	336	067
	27	R-140	" Pract.Knowl.	217	137	268	104	277	247	-119	175	377	239	103	182	206	-025	012	060	174	290	232	209	252	270	199	-039	215	233	235	260	-139
	28	R-141	" Clerical	033	-089	115	069	118	120	-097	070	265	228	098	206	210	179	095	169	044	054	040	160	283	147	271	233	208	168	218	203	069
	29	R-142	" Bible	076	010	-004	070	243	205	-065	157	286	156	070	155	159	-019	-007	120	129	192	190	125	376	258	253	067	250	287	299	226	093
	30	R-143	" Colors	101	225	146	-032	080	036	-008	029	226	-077	027	125	020	-149	-058	-037	228	078	190	204	040	096	046	-183	026	022	099	099	-107
	31	R-144	" Etiquette	093	003	073	202	247	283	-003	248	314	232	160	111	199	207	137	072	112	028	108	101	169	298	225	141	138	277	156	264	-093
	32	R-145	" Hunting	130	017	001	148	146	184	224	243	157	119	025	041	269	314	093	198	-167	-192	-137	-094	156	029	086	127	-042	058	071	063	026
	33	R-146	" Fishing	009	036	021	-057	030	-013	-018	-018	170	087	205	030	313	173	192	197	-184	-094	101	-104	048	202	238	206	132	175	250	172	110
	34	R-147	" Outdr Act(Other)	096	082	145	134	235	235	076	235	316	075	043	085	142	058	039	061	180	028	024	072	216	182	286	131	230	223	240	288	-024
	35	R-148	" Photography	136	156	154	218	167	238	-086	179	277	267	057	176	107	125	033	125	181	157	071	151	203	251	173	076	111	221	107	118	-071
	36	R-149	" Games	091	083	076	048	181	[illegible]	-010	129	387	144	073	079	218	-064	-014	030	171	228	212	087	332	214	251	007	230	256	317	280	-047
	37	R-150	" Theater,ballet	117	073	049	214	249	292	-082	227	287	254	213	290	097	044	123	158	203	231	270	286	329	277	124	076	152	223	165	147	-098
	38	R-151	" Foods	066	-027	-159	019	125	096	-007	081	007	089	123	-029	071	126	083	043	-078	-041	131	-073	146	195	177	157	232	131	233	116	197
	39	R-152	" Miscellaneous	221	206	186	209	201	256	-038	212	287	085	070	087	151	-016	040	022	140	111	090	105	082	212	250	086	286	343	256	274	140
	40	R-162	" Vocabulary II	118	090	143	261	238	311	-080	265	364	266	263	241	116	040	143	116	266	248	351	250	182	277	244	149	283	348	281	293	-045
	41	R-172	Vocab Tot. (I & II)	222	128	192	281	348	397	-125	305	426	269	283	200	165	072	092	108	278	195	311	198	246	349	336	103	309	398	361	367	-015
16	42	R-190	Info I Total	278	211	173	327	413	467	-053	393	563	194	196	219	310	061	094	156	296	146	187	189	346	410	462	177	408	438	483	454	031
	43	R-192	Info II Total	222	125	157	249	382	348	-024	342	544	265	222	242	294	082	128	162	295	202	281	216	431	405	414	122	403	468	449	413	016
	44	R-100	Info Total (I & II)	271	140	175	312	421	464	-045	392	582	228	187	237	318	071	111	165	267	173	229	207	392	427	466	165	425	469	493	460	027
17	45	R-211	Memory for Sentences	104	-003	167	239	168	251	-144	169	312	079	-000	259	044	-189	-125	022	295	293	266	346	061	020	168	-186	005	072	134	071	-124
18	46	R-212	Memory for Words	083	059	103	266	227	307	-080	241	381	080	193	209	164	-077	116	049	229	172	235	256	143	156	182	067	113	167	226	159	-015
19	47	R-220	Disguised Words	273	159	259	252	262	322	-021	276	310	142	297	205	164	120	238	162	149	025	233	164	216	324	317	128	213	382	305	323	046
20	48	R-231	English: Spelling	017	138	270	377	249	386	-023	332	360	054	061	071	175	-151	-032	-053	192	225	218	141	092	154	223	039	214	244	237	198	-046
21	49	R-232	" Capitalization	266	216	221	233	358	377	-077	304	560	229	132	227	244	-110	048	053	331	372	225	279	295	269	280	015	241	254	302	204	-037
22	50	R-233	" Punctuation	242	172	256	362	289	404	-056	337	464	032	123	088	250	-132	031	-009	218	180	241	130	102	251	282	058	193	288	288	310	-084
23	51	R-234	" Usage	137	-002	128	281	363	407	-026	349	415	171	166	173	078	002	080	067	369	187	242	192	229	217	304	106	187	285	291	261	-027
24	52	R-235	" Eff. Exp.	177	109	211	256	208	288	044	270	389	-031	121	140	090	[illegible]	030	-023	325	163	237	214	-013	130	084	-090	044	069	128	089	-262
25	53	R-230	" Total	248	186	279	375	402	488	-051	411	602	158	161	203	241	[illegible]	048	024	381	328	300	266	229	288	327	038	233	309	364	285	-096
26	54	R-240	Word Functions	023	093	131	184	106	178	-099	121	279	081	099	135	208	[illegible]	092	210	062	-062	052	029	001	-001	124	048	-004	120	071	080	-005
27	55	R-250	Reading Comprehension	210	255	235	351	373	454	-101	364	452	162	087	231	206	[illegible]	011	108	256	210	241	241	167	165	293	013	188	280	259	225	-129
28	56	R-260	Creativity	173	246	154	202	310	372	109	367	248	051	-088	016	084	[illegible]	-120	-044	176	104	054	086	002	077	044	-053	088	075	022	038	-070
29	57	R-270	Mechanical Reasoning	198	202	200	130	210	217	087	272	211	003	-058	134	104	[illegible]	-083	078	111	[illegible]	031	128	043	248	105	-014	165	023	080	131	-013
30	58	R-281	Vis. in 2 Dimens		247	118	160	252	263	-074	205	318	135	155	313	124	-023	078	177	206	176	220	303	164	218	131	-035	102	097	182	229	015
31	59	R-282	Vis. in 3 Dimens	247		252	133	066	121	-100	071	123	097	047	141	-014	-098	-004	044	154	214	125	234	018	-011	123	-104	009	011	091	120	-116
32	60	R-290	Abstract Reasoning	118	252		105	086	165	011	149	281	173	-018	081	168	-010	-020	-020	111	201	-001	128	-049	084	086	-018	081	025	060	096	-007
33	61	R-311	Math I	160	133	105		272	760	043	645	346	194	-006	110	252	125	-001	042	084	076	-013	122	071	187	086	165	-021	161	141	104	-050
34	62	R-312	Math II	252	066	086	272		832	180	798	403	207	112	166	221	041	026	119	185	182	225	142	193	195	218	049	218	295	244	203	-066
35	63	R-320	Math I & II	263	121	165	760	832		146	934	471	251	072	176	296	100	017	105	173	166	144	166	171	240	197	188	135	291	246	197	-073
36	64	R-333	Math III	-074	-100	011	043	180	146		491	-053	-122	-097	-135	048	082	-058	-033	-117	-225	-118	-164	-074	-117	-147	-032	-020	-172	-105	-141	-049
37	65	R-340	Math Total(I+II+III)	205	071	149	685	798	934	491		396	177	029	106	277	118	-006	080	110	065	086	087	124	109	120	102	112	195	179	122	-082
42	66	R-410	Arith Computation	318	123	281	346	403	471	-053	396		310	236	328	626	076	140	229	365	257	290	285	333	350	242	076	234	300	368	284	-065
43	67	R-420	Table Reading	135	097	173	194	207	251	-122	177	310		378	479	116	585	322	452	206	459	257	326	349	184	086	087	026	186	129	116	023
44	68	R-430	Clerical Checking	155	047	-018	-006	112	072	-097	029	236	378		438	181	369	918	483	047	011	536	246	299	229	058	217	153	214	263	239	-057
45	69	R-440	Object Inspection	313	191	081	110	166	176	-135	106	328	479	438		059	140	361	723	294	373	324	850	454	265	090	059	071	160	232	191	-098
46	70	A-410	Arith Computation	124	-014	168	252	221	294	048	277	626	116	181	059		269	224	272	-497	-167	-028	-125	192	237	117	181	119	149	209	137	-011
47	71	A-420	Table Reading	-023	-098	-010	125	041	100	082	118	076	585	369	140	269		495	452	-237	-453	-134	-149	198	124	001	312	057	137	082	128	180
48	72	A-430	Clerical Checking	078	-004	-020	-001	026	017	-058	-006	140	322	918	361	224	495		538	-112	-188	158	095	315	199	046	297	117	213	227	205	035
49	73	A-440	Object Inspection	177	044	-020	042	119	105	-033	080	229	452	483	723	272	452	538		-070	002	058	250	404	184	023	191	070	193	173	143	-019
38	74	F-410	Arith Computation	206	154	111	084	185	173	-117	110	365	206	047	296	-497	-237	-112	-070		486	356	465	142	107	130	-132	118	156	160	152	-059
39	75	F-420	Table Reading	174	214	201	076	182	166	-225	065	257	459	011	373	-167	-453	-188	002	486		429	521	167	066	005	-246	-035	052	052	-013	-171
40	76	F-430	Clerical Checking	220	125	-001	-013	225	144	-118	084	290	257	536	324	-028	-134	158	058	356	429		410	074	146	067	-093	132	080	171	159	-216
41	77	F-440	Object Inspection	303	234	128	122	142	166	-164	087	285	326	246	850	-125	-149	095	250	465	521	410		327	231	109	-066	046	077	193	158	-123
50	78	A-500	Preferences	164	018	-049	071	193	171	-074	124	333	349	299	454	192	198	315	404	142	167	074	327		400	257	313	285	365	337	311	217
51	79	R-601	SAI: Sociability	218	-011	064	187	195	240	-117	169	350	184	229	265	237	124	199	184	107	066	146	231	400		531	437	517	569	630	596	209
52	80	R-602	" Soc.Sensitivity	131	123	066	086	218	197	-147	120	242	006	058	090	117	001	046	023	130	005	047	109	257	531		352	559	675	697	722	332
53	81	R-603	" Impulsiveness	-035	-104	-018	165	049	128	-032	102	076	087	217	059	181	312	297	191	-132	-246	-093	-064	313	437	352		356	314	339	421	389
54	82	R-604	" Vigor	102	009	081	-021	218	135	-020	112	234	076	153	071	119	057	117	070	118	-035	132	046	285	517	559	356		496	562	646	462
55	83	R-605	" Calmness	097	011	025	161	295	291	-172	194	300	184	214	160	149	137	213	193	156	052	080	077	365	569	675	314	496		764	641	393
56	84	R-606	" Tidiness	182	091	060	141	246	246	-105	179	368	129	263	232	209	082	227	173	180	052	171	193	337	630	697	339	562	764		701	360
57	85	R-607	" Culture	229	120	094	104	203	197	-141	122	284	116	239	191	137	128	205	143	152	-013	159	158	311	596	722	421	646	641	701		352
58	86	R-608	" Leadership	015	-116	-007	-050	-066	-073	-049	-082	-065	023	-057	-098	-011	180	035	-019	-059	-171	-216	-123	217	289	332	389	462	393	340	352	
59	87	R-609	" Self-Confidence	117	009	-045	067	214	183	-089	129	230	242	229	229	121	108	203	206	111	148	136	163	396	462	520	163	280	506	483	426	091
60	88	R-610	" Mature Personality	126	051	-022	071	189	169	-095	114	217	075	215	181	125	062	226	131	092	015	054	153	286	491	604	252	563	631	716	652	488
	89	F-701	Int Inv: Phys Sci	250	108	058	085	084	105	-068	068	208	110	070	188	079	078	022	185	137	036	120	122	143	203	208	005	125	209	197	188	-114
	90	F-702	" Biol Sci & Med	222	129	094	141	050	115	-022	073	105	100	-041	146	022	110	-051	173	090	-011	006	072	095	159	128	027	023	115	101	144	-119
	91	F-703	" Pub Serv.	117	084	008	010	102	074	004	067	154	132	092	151	-010	165	033	146	183	-036	059	085	147	197	200	180	111	188	157	164	-154
	92	F-704	" Lit-Ling.	008	091	033	-029	-075	-067	034	-047	024	094	-003	045	-005	189	-004	138	033	-109	-000	-043	095	048	096	089	069	019	-033	055	-013
	93	F-705	" Soc.Serv.	055	-048	103	067	-028	020	123	062	-104	076	-083	-021	-067	243	-042	131	-060	-185	-118	-129	099	020	044	182	-067	-037	-117	048	-033
	94	F-706	" Artistic	075	096	006	-089	-111	-126	-011	-115	-028	094	096	036	012	167	036	161	-046	-101	-062	-075	007	-039	-044	098	-025	[illegible]	-116	-027	-105
	95	F-707	" Musical	-004	039	018	035	-072	-029	081	004	049	037	-007	013	030	162	004	056	019	-137	-026	-024	088	-022	001	-076	021	021	-003	-024	-106
	96	F-708	" Sports	008	-067	-044	053	-034	008	029	017	-068	066	-017	007	039	217	-006	120	-123	-165	-029	-082	-018	071	088	107	-097	053	-005	-051	-104
	97	F-709	" Outdr Rec.	105	-112	-054	056	136	124	017	117	279	130	195	107	149	170	156	162	133	-043	158	027	099	164	146	044	108	179	195	127	-121
	98	F-710	" Bus.-Mgt.	067	029	062	020	-010	005	055	024	047	068	002	033	023	178	035	139	025	-120	-069	-060	137	112	194	151	161	147	075	193	-003
	99	F-711	" Sales	090	019	035	008	-001	006	006	005	135	160	066	157	073	224	079	252	064	-070	-002	028	222	127	154	142	167	122	100	158	-005
	100	F-712	" Computation	244	070	007	070	036	065	-064	034	100	117	096	167	006	187	084	104	104	-075	061	094	104	188	170	171	119	126	122	164	-132
	101	F-713	" Office Work	032	047	038	-040	000	-023	077	008	-094	-036	-017	-105	-002	184	038	021	-057	-241	-126	-163	053	081	139	155	197	144	149	150	052
	102	F-714	" Mech-Tech	224	142	124	072	100	110	-130	049	305	166	184	188	064	064	027	108	262	112	202	181	213	248	241	032	133	188	219	243	-163
	103	F-715	" Skilled Trades	196	082	052	051	079	083	-032	061	215	175	155	166	-001	126	110	110	241	054	151	149	205	182	186	064	139	175	149	186	-088
	104	F-716	" Farming	138	-030	037	082	112	123	022	116	279	123	085	110	093	152	023	094	200	-031	164	082	162	223	192	060	135	204	204	187	013
	105	F-717	" Labor	250	045	147	101	097	123	-143	057	320	163	144	173	126	099	059	144	206	071	236	132	249	315	234	174	190	261	195	265	-026
	106	C-001	Composite: I.Q.Comp.	234	311	614	596	363	589	-051	500	515	234	050	219	278	012	-015	077	241	244	157	248	099	190	248	049	153	244	239	219	-103
	107	C-002	" Gen.Acad.Apt.	292	240	341	539	577	700	-022	609	651	223	144	238	300	-068	029	068	365	319	296	281	229	304	347	068	256	356	359	309	-109
	108	C-003	" Verbal	274	189	201	384	424	511	-069	425	624	173	187	235	259	-100	086	065	385	322	325	280	261	342	367	074	288	366	396	367	-082
	109	C-004	" Quantitative	199	058	121	606	821	903	481	970	439	176	096	106	309	101	012	091	118	082	116	079	147	200	166	136	164	222	209	168	-078
	110	C-005	" Technical	243	259	219	309	347	412	002	364	511	190	056	196	320	078	033	154	177	080	069	157	330	358	375	119	342	312	362	348	050
	111	C-006	" Sci. Apt.	284	247	442	617	578	746	123	701	600	228	051	214	358	058	-007	111	240	187	144	215	213	293	313	100	260	309	315	290	-058

continued on next page

Table V-3b (continued)

Var*	Var	Code	Description	87 Self-Confidence	88 Mature Personality	89 Phys Sci.	90 Biol Sci & Med	91 Pub Serv.	92 Lit-Ling.	93 Soc. Service	94 Artistic	95 Musical	96 Sports	97 Outdr Rec.	98 Bus.-Mgmt	99 Sales	100 Computation	101 Office Work	102 Mech-Tech	103 Skilled Trades	104 Farming	105 Labor	106 I.Q.Comp.	107 Gen.Acad.Apt.	108 Verbal	109 Quantitative	110 Technical	111 Sci. Apt.	MEAN	S.D.
	1		Grade	005	050	-018	028	044	087	054	035	-000	190	083	138	042	130	122	087	063	037	105	101	136	097	201	234	212	7.7663	2.5156
	2		Sex (1=M, 2=F)																										2.0000	.0000
1	3	R-101	Info I: Screening	348	313	232	156	155	-022	-060	-082	022	-027	215	090	144	226	081	282	217	261	301	402	556	577	354	552	516	9.4417	2.4497
2	4	R-102	" Vocab I	303	136	113	067	020	-106	-011	-101	-098	-158	-006	-010	023	168	094	149	098	062	204	515	576	608	294	572	569	4.9141	2.6185
3	5	R-103	" Literature	197	251	064	068	036	-032	-014	-041	044	-080	007	066	043	176	134	125	030	053	151	409	451	533	284	579	512	5.6503	2.6470
4	6	R-104	" Music	237	264	045	004	020	-002	-015	-059	020	016	010	094	067	120	138	091	064	055	132	276	321	322	237	435	373	2.8098	1.8776
5	7	R-105	" Soc.Studies	240	268	043	058	017	-036	-109	-103	072	-128	123	032	045	129	101	153	096	133	225	472	578	583	388	589	589	5.6196	3.3393
6	8	R-106	" Math	247	207	-090	-055	-030	-058	-117	-084	-064	-089	015	-062	-020	-132	-072	-003	-034	068	044	222	421	417	447	419	405	3.4847	1.9095
7	9	R-107	" Phys. Sci	187	207	007	-051	041	-045	-041	-032	-036	-006	-037	062	083	047	092	091	021	097	159	443	561	556	353	608	606	3.5031	2.0589
8	10	R-108	" Bio. Sci	194	264	117	101	089	022	-065	-042	064	-101	042	100	089	120	137	184	130	125	178	373	439	440	240	572	489	2.7362	1.5961
9	11	R-109	" Sci. Attitude	149	066	204	165	116	062	075	-030	160	-024	071	059	137	174	160	197	150	146	192	439	473	465	302	516	522	2.9202	1.6517
10	12	R-110	" Aero & Space	-052	139	036	097	087	048	071	118	049	-002	-004	063	089	026	060	087	038	075	022	100	112	137	093	299	193	1.6933	1.2108
11	13	R-111	" Elec & Electron	179	177	197	168	113	104	032	117	099	076	137	106	146	158	162	209	151	184	295	323	351	346	271	663	505	3.6310	1.9999
12	14	R-112	" Mechanical	274	116	032	-001	030	-046	-020	-140	059	-026	017	-039	042	085	059	064	066	012	156	389	490	515	302	703	565	4.4479	2.4398
13	15	R-113	" Farming	176	222	048	004	048	-071	-010	-139	-026	-168	-077	006	091	141	033	064	048	061	103	424	550	543	381	582	571	3.5466	2.2211
14	16	R-114	" Home Ec	287	270	189	114	104	033	065	-037	083	-047	064	159	170	237	083	284	203	144	318	485	573	563	350	512	555	6.3190	2.9684
15	17	R-115	" Sports	213	226	056	060	025	-014	-028	-085	-018	-122	102	010	044	131	090	092	077	045	126	249	306	296	246	323	326	2.8098	1.6871
	18	R-131	Info II: Art	252	218	174	122	156	119	019	037	112	036	164	176	140	179	158	210	195	261	234	446	569	526	256	461	492	2.6196	1.8830
	19	R-132	" Law	137	101	-001	-066	-055	-066	-099	058	030	-024	085	011	-079	035	022	089	079	056	206	263	298	321	181	410	330	2.3804	1.4411
	20	R-133	" Health	211	207	214	085	227	065	000	027	095	-029	197	166	162	212	122	276	212	228	250	327	486	540	247	447	411	2.6135	1.7789
	21	R-134	" Engineering	089	193	006	009	-033	-000	-085	-034	-041	-020	088	031	-055	006	079	069	069	103	173	305	316	306	161	366	335	1.2577	1.0634
	22	R-135	" Architecture	204	035	-047	-004	-059	-139	-005	-087	-029	-107	-047	-104	-053	-040	-049	060	007	074	050	276	366	346	317	338	377	1.5092	.9836
	23	R-136	" Journalism	010	032	023	-065	005	-041	-072	-161	086	-148	046	-064	-074	027	-036	031	-040	011	-017	210	253	275	137	221	232	.6564	.7728
	24	R-137	" Foreign Travel	065	105	121	143	055	024	122	-060	014	079	-004	091	000	118	153	147	133	029	060	302	266	195	198	321	354	1.0491	.9681
	25	R-138	" Military	060	083	-076	-018	-061	-066	096	-117	042	033	019	-066	030	-028	-063	-081	-055	-025	-063	040	024	029	-004	020	018	1.0675	1.0252
	26	R-139	" Acct,Bus,Sales	139	166	157	135	117	017	029	-032	042	-050	160	-004	049	089	023	129	077	141	196	227	260	279	197	333	304	2.1595	1.5592
	27	R-140	" Pract.Knowl.	235	101	264	169	165	002	076	021	066	-081	023	064	139	158	084	263	162	197	277	387	453	483	209	371	407	1.5399	1.0729
	28	R-141	" Clerical	150	041	130	076	062	005	190	000	022	-029	077	097	193	183	-009	171	075	072	118	182	222	257	101	286	227	.6074	.7733
	29	R-142	" Bible	228	196	105	-015	060	-128	-065	-091	-134	-088	-007	-013	078	077	046	117	085	156	166	281	370	400	206	380	346	3.6564	2.1210
	30	R-143	" Colors	-049	054	208	191	147	218	103	130	263	096	155	157	144	100	145	258	246	258	268	134	185	215	054	193	162	.8037	.7274
	31	R-144	" Etiquette	175	135	096	100	148	066	078	004	040	078	172	055	059	123	-077	142	132	061	144	222	314	310	305	315	323	.3926	.5713
	32	R-145	" Hunting	-004	049	-016	006	124	038	174	003	029	110	025	027	073	061	030	-053	004	005	001	127	167	124	267	197	221	.6466	.7502
	33	R-146	" Fishing	133	176	-007	-072	-012	-010	-117	020	-077	027	-040	-062	059	-088	033	-029	-022	-033	021	025	078	105	034	144	079	.8098	.7499
	34	R-147	" Outdr Act(Other)	244	131	141	098	131	155	138	095	205	030	208	151	104	117	126	148	151	202	147	313	398	404	286	488	444	2.0798	1.5435
	35	R-148	" Photography	281	031	190	251	138	051	142	043	057	060	089	128	111	201	047	232	149	191	227	371	361	320	202	324	385	.5215	.5702
	36	R-149	" Games	103	143	303	195	230	161	141	079	165	-022	176	200	261	202	159	358	284	255	356	214	304	325	172	322	295	1.0491	.8520
	37	R-150	" Theater, ballet	149	016	114	046	143	045	060	-003	-003	034	177	108	129	164	064	220	184	122	282	406	426	406	239	404	431	1.9010	1.2483
	38	R-151	" Foods	227	225	153	073	-021	081	-028	007	110	047	107	023	080	201	068	086	084	136	113	-012	087	110	092	132	063	.5644	.7118
	39	R-152	" Miscellaneous	093	188	074	006	085	-032	003	-094	-071	-021	-035	-009	-008	070	085	083	090	062	128	378	423	416	238	295	392	2.1536	1.3033
	40	R-162	" Vocabulary II	233	150	110	017	196	028	-006	-042	020	003	175	092	096	117	037	168	129	151	262	461	497	515	264	332	442	2.4479	1.8195
	41	R-172	Vocab Tot. (I & II)	335	173	137	057	113	-062	-012	-094	-057	-112	083	039	064	180	087	192	135	120	270	603	665	697	344	579	632	7.3620	3.6308
16	42	R-190	Info I Total	349	331	137	097	092	-025	-032	-090	044	-099	075	076	122	200	136	220	147	160	295	599	732	750	486	846	781	63.2282	21.1696
	43	R-192	Info II Total	332	270	233	136	176	049	068	-007	100	-015	200	127	156	215	131	298	234	278	346	552	671	694	407	699	676	32.2400	11.6770
	44	R-100	Info Total (I & II)	359	324	178	116	126	000	003	-064	066	-074	124	098	140	216	140	258	185	210	326	609	743	764	480	832	778	96.0600	31.4150
17	45	R-211	Memory for Sentences	136	068	045	-076	-051	-103	-177	-116	-020	-093	025	-065	-008	-034	-100	096	-008	100	143	399	478	470	192	276	369	7.0307	3.2516
18	46	R-212	Memory for Words	059	160	065	027	042	-008	-018	-058	-051	-103	138	036	013	077	-094	125	133	073	147	331	476	489	268	276	356	6.7423	3.6508
19	47	R-220	Disguised Words	291	222	126	113	148	019	020	-076	020	-055	028	029	108	131	036	117	141	105	195	511	577	579	313	421	528	6.2270	4.0526
20	48	R-231	English: Spelling	119	142	062	058	061	-001	-067	-176	-012	-075	099	-015	-038	033	-045	110	045	159	148	515	685	685	356	342	505	5.5399	2.7538
21	49	R-232	Capitalization	229	132	089	-029	066	-002	-067	-053	006	-026	039	029	041	050	-013	190	155	148	256	446	773	824	368	477	531	22.4067	7.0056
22	50	R-233	" Punctuation	241	150	099	014	137	-027	-047	-114	-048	-073	074	-014	019	067	-073	157	107	163	200	506	735	759	381	427	547	10.9509	3.9060
23	51	R-234	" Usage	283	155	144	077	070	-048	-049	-114	-009	-091	164	060	097	213	019	186	163	199	270	422	705	764	364	371	471	11.3681	3.4676
24	52	R-235	" Eff. Exp.	126	-002	172	084	096	-032	-109	018	019	-052	160	-010	119	171	-009	210	201	146	230	414	576	592	286	291	414	5.3980	2.4809
25	53	R-230	" Total	275	160	139	032	108	-024	-084	-109	-011	-073	119	014	059	123	-030	226	177	209	297	993	926	971	453	524	653	55.7423	15.1782
26	54	R-240	Word Functions	113	131	-051	-034	-036	-018	-063	-092	-032	030	-034	-018	005	-068	-093	-049	-053	-035	-051	290	242	264	167	277	307	5.0613	2.2130
27	55	R-250	Reading Comprehension	269	115	104	028	119	-016	-027	-057	083	-063	072	035	064	136	039	153	086	109	213	867	760	644	381	571	700	13.1040	6.4313
28	56	R-260	Creativity	-064	020	-003	021	-018	-002	-040	-094	-066	-088	-091	-016	002	006	-036	-057	-036	046	-006	296	393	276	358	325	487	4.0368	2.2440
29	57	R-270	Mechanical Reasoning	051	119	097	135	109	107	061	082	078	124	106	118	043	167	057	107	063	090	113	310	243	178	212	565	451	4.8712	2.3443
30	58	R-281	Vis. in 2 Dimens	117	126	250	222	117	008	055	075	-004	008	105	067	090	244	032	224	196	138	250	234	292	274	199	243	284	6.1288	4.3887
31	59	R-282	Vis. in 3 Dimens	009	051	188	129	086	091	-048	096	039	-067	-112	029	019	070	047	162	082	-030	045	311	240	189	058	259	287	5.0675	2.3071
32	60	R-290	Abstract Reasoning	-045	-022	058	094	008	033	103	006	018	-044	-054	062	035	007	038	124	052	037	147	614	361	281	121	219	462	4.3190	2.3188
33	61	R-311	Math I	067	071	035	141	010	-029	067	-089	035	053	056	020	008	070	-048	072	051	082	101	596	539	389	606	369	617	3.6687	2.0459
34	62	R-312	Math II	214	189	084	050	102	-075	-028	-111	-072	-034	136	-010	-001	036	000	100	079	112	097	363	577	424	821	347	578	4.8957	2.3924
35	63	R-320	Math I & II	183	169	105	115	074	-067	020	-126	-029	008	124	005	[illegible]	045	-023	110	083	123	123	589	700	511	903	412	746	8.5664	3.5452
36	64	R-333	Math III	-089	-095	-068	-022	004	034	123	-011	081	029	019	055	006	-066	077	-130	-032	022	-143	-051	-022	-069	481	082	123	1.8050	1.4552
37	65	R-340	Math Total(I+II+III)	129	114	068	093	067	-047	062	-115	004	017	117	026	005	036	008	069	001	116	093	978	609	425	970	384	793	10.4284	4.0286
42	66	R-410	Arith Computation	230	217	208	105	154	024	-104	-028	049	-068	279	047	068	188	074	135	129	179	207	419	311	400	[illegible]	171	308	[illegible]	[illegible]
43	67	R-420	Table Reading	242	075	110	100	132	094	074	054	037	066	130	068	160	117	-036	166	175	123	163	234	223	193	176	150	228	7.1472	4.4455
44	68	R-430	Clerical Checking	229	215	070	-041	052	-003	-083	006	-007	-017	195	002	066	096	-017	104	155	085	144	050	144	187	056	056	051	29.6871	16.0960
45	69	R-440	Object Inspection	229	181	188	146	151	065	-021	034	013	007	107	033	157	167	-105	188	166	110	173	219	238	235	106	196	214	17.2035	7.7507
46	70	A-410	Arith Computation	121	125	079	022	-010	-005	-047	012	030	039	149	023	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	31.4049	14.1755
47	71	A-420	Table Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
48	72	A-430	Clerical Checking	203	226	022	-051	033	-004	-042	036	-004	-006	154	035	079	084	038	027	110	023	059	-015	029	066	012	033	-007	37.8282	18.3504
49	73	A-440	Object Inspection	206	131	185	173	166	138	131	161	056	120	162	139	252	184	021	108	110	094	144	077	068	065	091	154	111	21.5583	8.4460
50	74	F-410	Arith Computation	111	092	137	090	183	033	-060	-046	019	-123	133	025	064	106	-057	262	241	200	206	241	365	385	118	177	240	-.1773	35.8210
	75	F-420	Table Reading	148	015	030	-011	-036	-103	-189	-101	-137	-165	-043	-120	-070	-075	-241	112	094	-031	071	244	239	325	082	080	187	-.4969	13.5498
	76	F-430	Clerical Checking	136	054	128	006	059	-080	118	-082	-026	-022	158	-080	-082	061	-166	132	111	016	183	116	089	144	015	165	[illegible]	9.1238	29.8117
	77	F-440	Object Inspection	163	153	122	072	085	-043	-129	-075	-024	-082	027	-060	028	094	-163	181	149	082	132	248	281	280	079	157	215	13.8528	11.0555
	78	A-300	Preference	396	286	143	095	147	095	055	007	088	-018	099	137	222	104	053	213	205	162	249	099	229	261	147	330	213	50.3190	29.8634
51	79	R-601	SAI: Sociability	462	491	203	159	197	048	020	-039	-022	071	164	112	127	188	081	248	182	223	315	190	304	342	200	358	293	4.8528	2.9170
52	80	R-602	" Soc.Sensitivity	520	404	208	128	200	096	044	-041	081	088	146	194	154	170	139	241	186	192	234	248	347	367	160	375	313	3.2147	2.1709
53	81	R-603	" Impulsiveness	163	242	005	027	089	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.6653	1.4699
54	82	R-604	" Vigor	280	561	125	023	111	069	-007	-055	021	-097	108	161	167	117	197	133	136	135	190	153	256	288	184	142	208	[illegible]	1.7507
55	83	R-605	" Calmness	506	631	209	115	188	019	-037	-088	021	053	179	147	122	128	144	188	175	204	241	234	292	366	222	312	309	2.6258	1.9503
56	84	R-606	" Tidiness	483	716	197	101	157	-033	-117	-116	-003	-005	195	075	100	122	149	219	149	204	195	239	359	396	209	362	315	4.2515	2.4928
57	85	R-607	" Culture	426	652	188	144	166	055	048	-025	-024	-053	127	193	158	164	150	243	186	187	265	219	309	347	168	340	290	4.0736	2.2650
58	86	R-608	" Leadership	091	488	-114	-119	-104	-013	-033	-105	-106	-104	-121	-003	-005	-132	052	-163	-088	013	-026	-103	-109	-082	-078	-050	-058	2.7020	[illegible]
59	87	R-609	" Self-Confidence		427	105	039	071	-008	-073	-124	-027	-018	134	016	081	051	020	163	104	082	099	182	295	316	178	252	227	3.9571	2.1412
60	88	R-610	" Mature Personality	427		-011	-048	-037	-147	-265	-186	-114	-142	061	-015	-074	-080	012	003	-015	063	-007	089	182	200	156	274	192	8.0982	4.1264
	89	Y-701	Int Inv: Phys Sci	105	-011		814	646	647	452	539	530	534	593	625	690	740	475	818	817	669	633	118	138	148	036	134	118	58.0429	10.7211
	90	Y-702	" Biol Sci & Med	039	-040	814		608	638	559	486	505	504	525	608	591	692	380	693	690	589	514	097	060	047	062	117	112	27.8896	5.7480
	91	Y-703	" Pub Serv.	-071	-037	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	92	Y-704	" Lit-Ling.	-028	147	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	46.7484	10.6630
	93	Y-705	" Soc.Serv.	-073	-265	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33.2515	7.5034
	94	Y-706	" Artistic	-124	-186	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	22.5153	5.3256
	95	Y-707	" Musical	-027	-114	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	19.1166	4.2155
	96	Y-708	" Sports	-018	-142	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	25.4469	5.5733
	97	Y-709	" Outdr Rec.	[illegible]	-061	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	98	Y-710	" Bus. Mgmt.	016	-015	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	44.2003	8.8082
	99	Y-711	" Sales	081	-074	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20.3742	4.4167
	100	Y-712	" Computation	051	-080	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33.4356	7.0457
	101	Y-713	" Office Work	020	012	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20.4785	4.6909
	102	Y-714	" Mech-Tech	143	003	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	57.0920	9.9069
	103	Y-715	" Skilled Trades	104	-015	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	64.1043	11.7461
	104	Y-716	" Farming	082	063	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24.3252	5.1829
	105	Y-717	" Labor	099	-007	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	36.6810	6.5760
	106	C-001	Composite: I.Q.Comp.	182	089	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	107	C-002	" Gen.Acad.Apt.	295	182	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	280.4444	76.5824
	108	C-003	" Verbal	316	200	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	68.7546	16.6803
	109	C-004	" Quantitative	179	154	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	45.0184	10.0760
	110	C-005	" Technical	252	274	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	20.0834	7.0574
	111	C-006	" Sci. Apt.	227	192	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		195.6012	57.2024

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-3a.

Table V-3 (continued)

Table V-3c 15-Year-Old Girls Irrespective of School Status (Population from Tables V-3a and V-3b combined) (N=3992)

Var#	Var	Code	Description	Grade 1	Sex 2	Screening 3	Vocab I 4	Literature 5	Music 6	Soc.Stud. 7	Math 8	Phys.Sci 9	Bio.Sci 10	Sci Attitude 11
	1		Grade											
	2		Sex (1=M, 2=F)			303	310	341	268	299	265	175	284	279
1	3	R-101	Info I: Screening	303			379	356	347	399	264	293	296	358
2	4	R-102	" Vocab I	310		379		721	670	733	658	630	619	588
3	5	R-103	" Literature	341		356	721		695	723	692	551	571	533
4	6	R-104	" Music	268		347	670	664		657	587	522	506	468
5	7	R-105	" Soc.Studies	299		399	733	723	657		638	623	590	552
6	8	R-106	" Math	265		264	658	642	587	638		575	522	482
7	9	R-107	" Phys. Sci	175		293	630	551	522	623	575		577	462
8	10	R-108	" Bio. Sci	284		296	619	571	506	590	522	577		457
9	11	R-109	" Sci Attitude	279		358	588	533	468	552	482	462	457	
10	12	R-110	" Aero & Space	105		152	429	387	367	379	351	395	336	267
11	13	R-111	" Elec & Electron	132		231	410	358	344	389	374	498	363	289
12	14	R-112	" Mechanical	200		298	511	410	417	452	386	448	454	404
13	15	R-113	" Farming	226		362	596	497	475	561	449	516	531	469
14	16	R-114	" Home Ec	295		432	553	447	461	519	402	440	459	462
15	17	R-115	" Sports	224		296	565	504	516	540	478	447	425	389
	18	R-131	Info II: Art	297		348	678	675	613	653	533	510	509	506
	19	R-132	" Law	237		272	560	512	455	532	445	424	404	421
	20	R-133	" Health	331		417	610	554	527	576	468	479	516	480
	21	R-134	" Engineering	175		244	446	389	369	401	360	389	383	325
	22	R-135	" Architecture	183		235	454	465	415	445	400	349	349	322
	23	R-136	" Journalism	224		268	546	524	481	525	442	404	406	397
	24	R-137	" Foreign Travel	211		234	571	567	510	579	455	460	442	410
	25	R-138	" Military	142		168	395	375	339	367	330	293	283	248
	26	R-139	" Acct,Bus,Sales	253		302	575	539	512	569	486	436	421	439
	27	R-140	" Pract.Knowl.	275		414	486	447	421	464	368	369	376	424
	28	R-141	" Clerical	334		316	417	383	367	469	326	285	317	315
	29	R-142	" Bible	285		269	555	541	540	552	457	428	449	438
	30	R-143	" Colors	193		207	441	417	424	401	384	368	357	321
	31	R-144	" Etiquette	201		267	381	330	333	367	337	314	295	368
	32	R-145	" Hunting	075		075	128	088	078	088	083	112	131	092
	33	R-146	" Fishing	031		072	073	063	064	048	063	062	058	067
	34	R-147	" Outdr Act(Other)	237		315	553	493	480	523	486	464	462	444
	35	R-148	" Photography	208		272	394	352	332	375	285	260	271	341
	36	R-149	" Games	191		251	372	372	340	371	359	287	265	290
	37	R-150	" Theater,ballet	297		339	650	625	592	597	504	462	436	484
	38	R-151	" Music	187		201	489	479	479	436	390	327	326	330
	39	R-152	" Miscellaneous	275		346	593	581	544	586	504	486	461	465
	40	R-160	" Vocabulary II	321		371	703	637	601	659	553	521	529	536
	41	R-170	Vocab Tot. (I & II)	338		405	964	766	695	760	668	637	632	612
16	42	R-180	Info I Total	351		476	875	820	769	859	771	706	728	669
	43	R-190	Info II Total	367		450	822	778	721	786	667	627	631	623
	44	R-200	Info Total (I & II)	366		479	878	826	771	854	753	735	711	669
	45	R-211	Memory for Sentences	147		231	326	279	245	301	277	289	265	266
	46	R-212	Memory for Words	241		266	491	478	422	471	453	402	399	370
	47	R-220	Disguised Words	292		336	580	545	529	516	490	394	406	451
	48	R-231	English: Spelling	281		348	527	486	448	500	478	381	382	377
	49	R-232	" Capitalization	285		401	440	407	384	436	363	338	349	383
	50	R-233	" Punctuation	324		376	637	580	540	611	595	502	491	517
	51	R-234	" Usage	311		371	558	503	452	523	467	412	415	458
	52	R-235	" Eff. Exp.	205		311	488	440	412	452	394	339	367	439
	53	R-230	" Total	374		461	[illegible]	[illegible]	557	636	576	502	562	550
	54	R-240	Word Functions	251		257	601	566	494	571	625	478	471	475
	55	R-250	Reading Comprehension	337		406	764	721	642	737	627	574	595	610
	56	R-260	Creativity	223		272	577	512	488	522	481	470	467	443
	57	R-270	Mechanical Reasoning	210		231	497	414	422	448	461	653	428	408
	58	R-281	Vis. in 2 Dimens	199		237	360	302	306	329	339	293	281	306
	59	R-282	Vis. in 3 Dimens	186		202	424	382	383	405	423	394	371	388
	60	R-290	Abstract Reasoning	271		302	522	489	481	506	496	441	410	404
	61	R-311	Math I	252		298	634	560	505	613	601	525	498	526
	62	R-312	Math II	294		292	616	571	523	611	711	540	496	405
	63	R-320	Math I & II	278		324	688	622	566	672	727	566	546	554
	64	R-333	Math III	174		114	294	320	262	281	436	267	248	234
	65	R-340	Math Total(I>II>III)	287		313	670	620	555	655	737	579	561	542
	66	R-410	Arith Computation	263		421	463	407	388	477	480	393	351	309
	67	R-420	Table Reading	190		197	150	157	140	148	149	100	121	113
	68	R-430	Clerical Checking	158		128	081	098	068	071	107	028	042	056
	69	R-440	Object Inspection	174		208	164	170	162	150	150	113	144	144
	70	A-410	Arith Computation	195		323	346	309	288	358	374	308	258	287
	71	A-420	Table Reading	083		058	020	024	029	017	051	001	015	-017
	72	A-430	Clerical Checking	101		057	-007	017	-003	-012	-037	-032	-020	-016
	73	A-440	Object Inspection	127		151	084	100	096	078	087	064	093	064
	74	F-410	Arith Computation	234		359	409	352	342	417	363	326	316	357
	75	F-420	Table Reading	209		243	210	216	186	209	178	152	170	109
	76	F-430	Clerical Checking	225		240	246	244	201	230	223	154	165	190
	77	F-440	Object Inspection	188		226	208	207	198	189	185	151	175	194
	78	A-500	Preferences	051		165	034	036	023	027	014	015	035	-003
	79	R-601	SAI: Sociability	159		239	119	104	138	098	089	042	061	115
	80	R-602	" Soc.Sensitivity	175		244	224	212	229	206	180	144	173	198
	81	R-603	" Impulsiveness	058		107	158	194	167	126	116	102	104	102
	82	R-604	" Vigor	138		190	196	163	198	157	158	125	144	144
	83	R-605	" Calmness	136		207	209	169	196	186	189	145	149	172
	84	R-606	" Tidiness	127		228	146	121	150	138	115	095	092	102
	85	R-607	" Culture	158		231	285	251	284	242	221	197	208	193
	86	R-608	" Leadership	031		067	103	105	146	099	134	067	061	001
	87	R-609	" Self-Confidence	103		145	158	148	176	147	153	099	112	133
	88	R-610	" Mature Personality	141		197	255	229	262	243	266	204	195	179
	89	P-701	Int Inv: Phys Sci	003		071	-186	-174	-138	-194	-285	-216	-202	-108
	90	P-702	" Biol Sci & Med	-066		-003	-215	-210	-193	-199	-242	-208	-239	-120
	91	P-703	" Pub.Serv.	033		079	-037	-068	-040	-076	-086	-031	-038	012
	92	P-704	" Lit-Ling.	-026		-022	-220	-246	-208	-228	-224	-180	-188	-146
	93	P-705	" Soc.Serv.	-032		-028	-052	-048	-050	-067	-106	-031	-050	-051
	94	P-706	" Artistic	-050		-042	-222	-243	-205	-210	-199	-188	-220	-167
	95	P-707	" Musical	016		034	-118	-125	-101	-101	[illegible]	-119	-105	-039
	96	P-708	" Sports	-007		-034	-134	-141	-121	-136	-156	-125	-145	-004
	97	P-709	" Outdr Rec.	023		049	-076	-090	-094	-062	-075	-093	-132	-038
	98	P-710	" Bus.-Mgmt.	035		071	013	008	016	-007	-023	025	014	016
	99	P-711	" Sales	034		086	016	024	031	009	-011	-000	015	024
	100	P-712	" Computation	042		072	054	100	077	023	-029	013	033	027
	101	P-713	" Office Work	046		043	206	268	207	200	198	175	175	138
	102	P-714	" Mech-Tech	119		192	050	068	079	065	012	016	014	075
	103	P-715	" Skilled Trades	101		151	099	101	113	103	066	067	046	003
	104	P-716	" Farming	035		064	-063	-058	-032	-043	-041	-077	-163	-040
	105	P-717	" Labor	148		172	129	150	151	132	092	078	071	128
	106	C-001	Composite: I.Q.Comp.	345		487	771	717	647	765	673	687	666	635
	107	C-002	" Gen.Acad.Apt.	372		443	807	730	672	769	752	634	621	643
	108	C-003	" Verbal	390		476	829	787	676	755	676	602	605	623
	109	C-004	" Quantitative	294		314	688	656	562	681	844	604	558	540
	110	C-005	" Technical	263		359	731	632	608	683	636	619	735	548
	111	C-006	" Sci. Apt.	337		402	813	742	683	777	776	728	688	643

continued on next page

Table V-3c (continued)

Var#	Var	Code	Description	29 Bible	30 Colors	31 Etiquette	32 Hunting	33 Fishing	34 Outdr Act(Other)	35 Photography	36 Games	37 Theater,Ballet	38 Foods	39 Miscellaneous	40 Vocabulary II	41 Voc.Tot. (I & II)	42 Info I Total	43 Info II Total	44 Info Tot (I & II)	45 Mem.for Sentences	46 Mem.for Words	47 Disguised Words	48 Spelling	49 Capitalization	50 Punctuation	51 Usage	52 Eff. Exp.	53 Eng. Total	54 Word Functions	55 Reading Comp.	56 Creativity	57 Mech. Reasoning
	1		Grade																													
	2		Sex (1st, 2nd)	205	193	201	075	031	237	203	141	247	107	275	321	338	351	367	366	147	241	292	241	205	324	311	285	374	251	337	223	210
1	3	B-101	Info I: Screening	269	207	267	035	072	315	219	251	330	206	346	371	405	476	450	470	231	266	316	348	401	376	371	311	461	257	406	272	231
2	4	B-102	" Vocab I	595	441	381	128	073	563	386	372	690	489	593	703	964	875	822	878	326	491	580	527	440	637	558	486	666	601	764	577	497
3	5	B-103	" Literature	561	417	332	088	063	623	352	372	625	478	581	637	744	820	770	826	279	470	545	486	407	580	503	446	608	566	721	512	414
4	6	B-104	" Music	460	424	333	078	044	400	332	300	592	479	544	601	695	769	721	771	245	422	529	446	384	500	452	412	557	496	642	488	422
5	7	B-105	" Soc.Studies	557	401	367	008	048	523	375	371	597	434	586	659	760	859	786	854	361	471	514	500	434	611	523	452	636	571	737	522	448
6	8	B-106	" Math	537	389	337	003	061	400	289	329	509	390	506	553	660	771	687	753	277	453	490	470	363	535	467	394	576	625	627	401	461
7	9	B-107	" Phys. Sci	420	340	314	112	062	404	266	287	442	327	486	521	637	766	627	735	209	462	394	381	330	502	412	339	502	478	574	470	453
8	10	B-108	" Bio Sci	440	357	295	131	050	462	271	265	430	324	461	529	632	720	631	711	265	339	404	382	349	491	415	347	502	471	595	447	420
9	11	B-109	" Sci Attitude	438	321	340	042	067	444	341	290	464	330	465	536	612	689	623	667	266	370	451	377	393	517	458	439	550	475	610	443	408
10	12	B-110	" Aero & Space	278	214	154	004	070	310	163	167	330	263	330	368	430	504	436	492	152	203	269	206	186	282	224	211	280	269	363	342	327
11	13	B-111	" Elec & Electron	246	204	186	165	085	323	220	149	200	209	316	323	404	444	417	512	175	233	242	225	236	204	255	188	303	265	338	326	286
12	14	B-112	" Mechanical	318	255	254	157	101	412	201	237	357	203	307	444	524	637	520	614	203	254	342	262	283	353	322	288	378	316	445	432	400
13	15	B-113	" Farming	447	322	326	153	085	456	325	260	432	310	442	525	614	710	625	658	255	363	383	365	361	465	422	356	490	422	570	470	407
14	16	B-114	" Home Ec	377	340	346	130	060	450	323	268	420	359	447	532	587	672	601	664	250	323	409	357	388	461	407	374	503	376	528	451	404
15	17	B-115	" Sports	369	309	277	129	080	432	274	330	481	362	476	499	567	657	606	655	216	339	370	371	321	421	369	306	453	421	509	425	375
	18	B-131	Info II: Art	482	396	336	104	066	522	386	363	623	470	536	673	727	727	686	777	280	423	535	453	401	541	474	432	578	482	684	510	428
	19	B-132	" Law	444	333	277	085	056	409	294	277	490	367	461	540	598	593	673	636	247	352	385	337	310	421	377	349	452	426	543	420	350
	20	B-133	" Health	440	366	365	117	085	404	377	325	519	387	516	639	667	673	735	712	205	403	480	459	407	511	453	407	563	451	610	457	370
	21	B-134	" Engineering	305	254	220	152	112	303	277	243	344	259	346	403	464	508	545	536	167	256	313	276	258	333	294	244	358	318	423	368	345
	22	B-135	" Architecture	349	288	207	087	073	311	230	240	388	294	387	463	469	503	558	535	189	290	348	324	256	364	320	276	388	350	437	349	286
	23	B-136	" Journalism	385	322	259	081	038	373	298	256	489	302	467	580	603	580	631	617	211	323	435	384	311	426	379	339	460	402	542	400	303
	24	B-137	" Foreign Travel	392	336	278	077	047	411	278	273	496	380	450	523	588	620	657	649	221	351	425	356	294	430	377	340	452	427	564	430	369
	25	B-138	" Military	290	203	169	050	033	253	165	187	323	241	302	315	396	409	462	438	140	237	265	229	169	271	235	193	276	296	348	281	228
	26	B-139	" Acct,Bus,Sales	430	333	304	076	046	415	336	302	529	300	471	634	640	627	706	671	240	357	421	377	336	460	395	367	485	449	576	434	353
	27	B-140	" Pract.Knowl.	368	276	314	083	071	427	325	319	480	325	447	511	532	563	625	586	248	307	401	355	305	433	388	377	493	360	512	398	326
	28	B-141	" Clerical	275	226	267	104	062	340	202	235	390	260	357	421	450	462	526	497	171	260	363	351	300	381	336	302	424	274	419	320	255
	29	B-142	" Bible		290	295	070	068	303	202	264	433	272	471	542	577	520	692	649	200	371	396	390	319	401	401	330	482	461	590	407	329
	30	B-143	" Colors	296		236	060	015	303	231	220	381	321	372	413	464	470	513	503	200	331	308	363	254	384	310	285	398	359	422	346	292
	31	B-144	" Etiquette	296	236		074	020	336	224	226	336	251	311	368	405	430	469	455	176	267	313	285	271	389	321	291	396	336	395	291	287
	32	B-145	" Hunting	076	080	076		027	129	085	079	075	053	099	089	123	160	191	167	056	076	073	070	071	089	075	058	095	056	103	139	101
	33	B-146	" Fishing	063	015	026	027		087	082	042	027	035	072	056	072	092	141	112	031	026	065	040	040	034	031	007	044	029	058	057	026
	34	B-147	" Outdr Act(Other)	303	303	336	124	087		323	335	467	353	401	576	662	629	601	663	226	327	405	337	340	447	383	352	470	412	545	441	429
	35	B-148	" Photography	269	231	224	085	082	323		262	352	244	325	466	428	424	493	459	189	251	334	297	302	359	368	311	408	292	430	298	250
	36	B-149	" Games	264	220	224	079	042	335	262		329	266	318	364	367	421	476	453	176	259	302	269	250	331	283	248	348	290	365	300	275
	37	B-150	" Theater,Ballet	431	381	336	075	027	467	352	329		477	532	643	697	670	756	717	240	402	522	446	376	501	462	420	553	460	644	479	377
	38	B-151	" Foods	273	321	251	053	035	353	244	266	477		396	456	513	504	563	530	163	290	403	315	262	348	312	307	379	328	449	352	282
	39	B-152	" Miscellaneous	471	372	311	099	072	461	325	318	532	396		662	641	661	729	703	264	406	456	422	381	505	409	379	530	456	598	464	395
	40	B-162	" Vocabulary II	502	413	360	089	056	576	466	364	643	456	662		868	767	805	787	294	450	553	494	436	579	510	460	622	540	707	521	435
	41	B-172	Vocab Tot. (I & II)	577	464	405	123	072	622	428	397	697	513	641	868		893	870	916	339	513	614	594	472	663	582	513	700	624	800	599	511
16	42	B-180	Info I Total	549	470	430	140	092	629	424	421	670	504	661	767	893		897	980	354	531	603	553	493	607	590	510	716	646	813	635	560
	43	B-190	Info II Total	695	513	460	161	141	681	493	473	756	563	729	825	870	897		958	350	519	620	559	491	685	581	519	709	615	816	625	523
	44	B-100	Info Total (I & II)	660	503	455	107	112	663	490	453	717	530	703	787	916	980	958		362	540	627	567	505	690	602	526	731	651	835	648	565
17	45	B-211	Memory for Sentences	200	200	176	056	031	226	189	176	240	163	264	294	339	354	350	362		397	206	209	368	362	325	287	399	287	361	298	220
18	46	B-212	Memory for Words	371	331	267	076	026	327	251	259	402	290	406	450	513	531	519	540	397		433	553	358	516	420	373	535	471	516	405	313
19	47	B-220	Disguised Words	396	308	313	073	065	403	334	302	522	403	456	553	614	603	620	627	206	433		561	396	569	511	452	622	526	633	508	407
20	48	B-231	English: Spelling	366	363	285	070	040	337	297	269	446	315	422	494	594	553	555	567	209	453	561		492	613	528	460	761	509	559	388	277
21	49	B-232	" Capitalization	319	254	271	071	040	340	302	250	376	262	381	436	472	493	491	505	368	358	396	492		573	542	462	706	357	480	352	300
22	50	B-233	" Punctuation	401	384	389	089	034	447	359	331	501	348	505	579	663	607	685	690	362	516	569	613	573		641	567	877	626	676	499	459
23	51	B-234	" Usage	421	310	321	075	031	383	368	283	462	312	409	510	582	590	581	602	325	420	511	528	542	641		529	814	470	581	431	375
24	52	B-235	" Eff. Exp.	330	285	291	058	007	352	311	248	420	307	379	460	513	510	519	526	287	373	452	460	462	567	529		708	418	551	373	334
25	53	B-230	" Total	482	398	398	095	044	470	408	348	553	379	530	622	700	716	709	731	399	535	622	761	706	877	814	708		603	715	515	445
26	54	B-240	Word Functions	461	359	336	056	029	412	292	290	460	328	456	540	624	646	615	651	287	471	526	509	357	626	478	418	603		665	491	440
27	55	B-250	Reading Comprehension	590	422	395	103	058	545	430	365	644	449	598	707	800	813	816	835	361	516	633	559	480	676	581	551	715	665		627	523
28	56	B-260	Creativity	447	346	291	139	057	441	298	300	479	352	464	521	599	635	625	648	298	405	508	388	352	499	431	373	515	491	627		511
29	57	B-270	Mechanical Reasoning	329	292	287	101	026	429	250	275	377	282	395	435	511	560	523	565	220	313	407	277	300	459	375	334	445	440	523	511	
30	58	B-281	Vis. in 2 Dimens	239	227	233	083	030	308	220	243	293	201	270	306	367	400	393	411	183	235	368	265	262	370	304	263	369	328	396	389	471
31	59	B-282	Vis. in 3 Dimens	300	206	251	066	021	357	223	235	329	240	362	371	443	499	452	494	174	301	366	273	273	435	334	314	416	444	500	464	563
32	60	B-290	Abstract Reasoning	365	352	314	075	014	389	252	270	422	315	425	425	551	500	544	593	265	392	492	415	410	570	466	431	502	530	609	497	546
33	61	B-311	Math I	459	353	353	043	047	447	321	307	487	360	480	565	656	683	696	699	333	465	478	600	626	618	513	457	631	616	656	510	466
34	62	B-312	Math II	461	364	342	095	041	446	313	332	401	333	490	560	636	680	680	694	311	474	478	510	440	640	514	431	644	637	626	486	458
35	63	B-310	Math I & II	506	395	381	101	048	491	340	350	529	379	543	606	708	764	709	763	353	516	525	546	477	693	565	487	701	690	703	546	507
36	64	B-333	Math III	202	183	163	084	037	225	135	211	247	181	236	227	291	350	322	349	120	235	250	222	173	292	237	189	200	323	288	260	252
37	65	B-340	Math Total(I+II+III)	489	386	373	110	055	489	341	355	522	374	536	585	688	752	697	751	342	509	519	540	458	674	551	476	680	683	684	539	502
[illegible]	66	B-410	Arith Computation	345	267	209	083	006	375	304	303	386	257	404	463	490	533	522	542	327	416	463	529	502	564	460	382	622	470	484	384	312
[illegible]	67	B-420	Table Reading	161	008	122	053	065	136	135	126	179	126	146	162	173	176	205	191	115	141	290	192	163	181	152	113	204	164	200	180	156
[illegible]	68	B-430	Clerical Checking	027	002	070	024	041	051	081	063	105	009	081	090	087	082	104	096	056	095	315	173	090	112	078	050	126	116	110	110	087
[illegible]	69	B-440	Object Inspection	091	125	126	066	020	167	142	117	170	125	167	175	181	148	218	210	168	165	309	172	173	190	155	133	208	100	233	235	252
[illegible]	70	A-410	Arith Computation	261	196	225	067	068	279	219	241	275	188	304	313	360	404	393	410	257	334	375	414	383	438	339	260	472	375	348	298	234
[illegible]	71	A-420	Table Reading	011	014	020	036	031	016	029	023	053	054	024	023	023	023	034	029	017	059	146	054	-005	022	011	-035	013	048	019	058	039
[illegible]	72	A-430	Clerical Checking	-028	028	022	013	033	-012	005	016	021	033	-031	[illegible]	[illegible]	-010	014	-002	007	027	224	081	011	014	-007	-028	017	043	009	038	025
[illegible]	73	A-440	Object Inspection	035	067	076	056	013	103	080	080	107	084	106	087	091	117	126	123	051	094	243	100	085	090	065	049	098	116	137	168	178
[illegible]	74	F-410	Arith Computation	249	263	262	042	031	334	281	246	340	232	353	415	462	461	455	471	271	334	360	440	431	473	412	373	539	301	440	322	274
[illegible]	75	F-420	Table Reading	143	120	167	046	034	192	177	170	221	140	201	255	242	246	274	263	159	157	313	240	253	255	221	207	299	204	285	217	201
[illegible]	76	F-430	Clerical Checking	140	173	153	060	043	172	163	145	253	103	205	244	264	259	280	273	152	209	402	315	234	291	239	208	324	236	295	231	195
[illegible]	77	F-440	Object Inspection	127	156	153	060	010	139	167	142	210	134	201	223	229	244	262	257	140	198	315	207	227	243	210	186	273	220	282	261	272
50	78	A-500	Preferences	045	021	025	047	045	050	048	017	069	019	042	018	030	050	067	057	042	040	096	051	046	-001	010	-032	022	-014	009	052	-010
51	79	R-601	[illegible]: Sociability	059	102	127	011	045	129	146	103	130	105	123	137	135	135	157	146	091	089	168	147	169	146	141	113	185	102	121	104	087
52	80	R-602	" Soc.Sensitivity	168	142	131	018	055	163	160	135	211	150	107	224	241	245	257	255	122	155	232	216	171	220	197	163	245	178	239	159	111
53	81	R-603	" Impulsiveness	125	081	073	045	040	115	089	105	152	102	112	114	153	158	170	167	065	077	115	054	031	068	060	046	066	076	120	086	070
54	82	R-604	" Vigor	131	113	125	056	037	197	146	100	158	118	106	171	207	216	215	221	099	110	182	168	147	175	169	120	200	146	185	148	151
55	83	R-605	" Calmness	152	106	144	050	061	163	132	114	172	110	104	200	224	232	236	239	079	136	195	182	148	192	171	124	209	171	204	160	113
56	84	R-606	" Tidiness	073	090	110	009	049	102	143	059	124	088	116	162	163	160	164	166	089	100	155	188	151	176	130	116	197	122	145	097	046
57	85	R-607	" Culture	196	167	152	031	057	176	157	169	216	176	208	241	276	288	282	293	122	171	220	221	169	230	186	159	244	210	247	173	117
58	86	R-608	" Leadership	099	071	073	003	035	072	053	064	089	097	082	082	103	115	119	119	059	077	127	100	073	089	057	032	077	110	076	067	038
59	87	R-609	" Self-Confidence	131	082	106	036	044	130	122	095	136	089	135	155	169	183	189	190	084	114	174	142	124	160	137	094	170	134	157	133	109
60	88	R-610	" Mature Personality	192	191	134	031	077	172	155	118	194	146	206	233	266	285	270	290	131	181	219	246	136	239	185	137	239	230	245	185	111
	89	F-701	Int. Inv.: Phys Sci	-189	-091	-026	-022	-019	-077	-015	-067	-075	-051	-131	-108	-171	-208	-155	-194	-072	-116	-064	-077	025	-105	-057	-038	-062	-191	-168	-145	-158
	90	F-702	" Biol Sci & Med	-187	-122	-053	-060	-015	-144	-055	-079	-126	-128	-177	-162	-211	-232	-207	-229	-090	-132	-121	-130	-035	-124	-091	-095	-116	-178	-205	-154	-129
	91	F-703	" Pub Serv.	-059	-006	045	012	-057	022	-007	-013	-012	003	-031	-001	-026	-037	-026	-036	-016	-026	002	-008	061	011	030	024	032	-053	-021	-026	025
	92	F-704	" Lit-Ling.	-241	-104	-077	-017	-026	-101	-161	-066	-198	-110	-165	-170	-221	-231	-229	-236	-091	-152	-157	-153	-046	-167	-135	-117	-152	-199	-241	-163	-064
	93	F-705	" Soc.Serv.	-103	-024	-030	017	-026	-007	-035	-021	-058	-043	-059	-045	-053	-058	-067	-063	-051	-061	-057	-100	-022	-075	-060	-055	-076	-117	-081	-044	020
	94	F-706	" Artistic	-192	-139	-006	-005	-029	-116	-112	-075	-196	-129	-170	-199	-230	-239	-232	-243	-092	-173	-155	-130	-071	-185	-141	-133	-165	-180	-230	-201	-165
	95	F-707	" Musical	-160	-029	-070	026	-015	-027	-018	-014	-088	-022	-074	-050	-101	-127	-092	-117	-027	-079	-054	-076	025	-081	-056	-022	-052	-105	-103	-088	-046
	96	F-708	" Sports	-129	-064	-054	-052	-041	-128	-070	-091	-108	-051	-123	-102	-132	-166	-155	-166	-057	-086	-080	-084	-041	-102	-080	-057	-091	-127	-136	-119	-132
	97	F-709	" Outdr Rec.	-002	-036	-005	-092	-053	-080	-022	-044	-037	-016	-060	-065	-070	-103	-080	-017	-030	-026	-014	006	025	-010	009	004	008	-045	-072	-096	-107
	98	F-710	" Bus.-Mgmt.	-002	019	035	023	-019	040	011	024	005	017	003	024	018	017	016	017	-024	-002	034	015	060	016	032	011	037	-008	014	-009	037
	99	F-711	" Sales	021	013	017	011	-008	032	026	035	021	-000	021	031	023	020	024	022	013	008	077	049	064	047	059	039	066	016	031	010	043
	100	F-712	" Computation	039	043	037	016	-039	058	047	023	106	080	043	018	052	060	067	051	-007	008	066	012	042	-005	055	049	036	-022	048	006	-008
	101	F-713	" Office Work	154	113	001	029	-030	131	041	089	180	157	147	138	190	210	190	216	050	080	109	058	047	091	096	076	093	143	164	119	106
	102	F-714	" Mech-Tech	022	059	042	-014	-010	070	096	080	116	077	067	075	076	068	097	081	043	045	117	097	151	104	108	099	143	044	084	025	016
	103	F-715	" Skilled Trades	052	075	080	013	-067	035	084	089	120	098	090	115	113	110	128	119	053	060	116	089	136	100	106	091	133	064	100	047	047
	104	F-716	" Farming	-073	-001	-011	-069	-029	-064	-016	005	-015	016	-037	-030	-055	-083	-054	-074	-001	-016	036	047	033	-000	007	-001	022	-030	-057	-078	-112
	105	F-717	" Labor	001	079	086	-012	-006	103	103	112	152	105	127	152	147	137	165	151	061	084	156	113	154	138	133	118	167	098	146	083	066
	106	C-001	Composite: I.Q.Comp.	577	445	420	106	051	557	425	376	632	452	607	712	807	835	818	850	370	542	644	578	515	729	615	572	758	710	763	651	591
	107	C-002	" Gen.Acad.Apt.	588	464	441	117	058	573	442	406	652	461	632	735	841	873	844	885	414	588	673	694	645	839	730	647	899	734	891	669	570
	108	C-003	" Verbal	571	463	429	111	080	561	447	404	666	475	629	719	865	862	845	877	463	576	672	735	713	857	780	680	952	667	816	593	505
	109	C-004	" Quantitative	506	407	301	109	056	502	346	376	542	395	550	603	715	792	722	786	329	519	536	544	453	689	556	473	688	700	700	550	517
	110	C-005	" Technical	404	390	362	162	090	571	365	367	524	389	557	616	743	884	767	857	312	433	492	413	404	570	482	404	578	539	677	604	723
	111	C-006	" Sci. Apt.	583	460	430	139	071	601	416	466	636	462	636	720	839	919	850	917	386	556	634	572	512	738	618	545	754	723	879	718	672

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Table V-jc (continued)

Ref	Var	Code	Description	Vis. in 2 Dimens 58	Vis. in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I>II>III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preferences 78	Sociability 79	Soc. Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83	Tidiness 84	Culture 85	Leadership 86
	1		Grade	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	2		Sex (1=M, 2=F)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	3	B-101	Info I: Screening	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2	4	B-102	" Vocab I	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
3	5	B-103	" Literature	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
4	6	B-104	" Music	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
5	7	B-105	" Soc.Studies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6	8	B-106	" Math	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7	9	B-107	" Phys. Sci	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8	10	B-108	" Bio. Sci	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9	11	B-109	" Sci Attitude	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	12	B-110	" Aero & Space	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11	13	B-111	" Elec & Electron	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	14	B-112	" Mechanical	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
13	15	B-113	" Farming	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14	16	B-114	" Home Ec	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
15	17	B-115	" Sports	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	18	B-131	Info II: Art	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	19	B-132	" Law	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	20	B-133	" Health	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	21	B-134	" Engineering	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	22	B-135	" Architecture	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	23	B-136	" Journalism	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	24	B-137	" Foreign Travel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	25	B-138	" Military	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	26	B-139	" Acct, Bus, Sales	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	27	B-140	" Pract. Knowl.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	28	B-141	" Clerical	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	29	B-142	" Bible	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	30	B-143	" Colors	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	31	B-144	" Etiquette	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	32	B-145	" Hunting	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	33	B-146	" Fishing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	34	B-147	" Outdr Act(Other)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	35	B-148	" Photography	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	36	B-149	" Games	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	37	B-150	" Theater, Ballet	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	38	B-151	" Foods	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	39	B-152	" Miscellaneous	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	40	B-162	" Vocabulary II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	41	B-172	Vocab Tot. (I & II)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
16	42	B-180	Info I Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	43	B-190	Info II Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	44	B-100	Info Total (I & II)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17	45	B-211	Memory for Sentences	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
18	46	B-212	Memory for Words	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
19	47	B-220	Disguised Words	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
20	48	B-231	English: Spelling	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21	49	B-232	" Capitalization	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
22	50	B-233	" Punctuation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
23	51	B-234	" Usage	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
24	52	B-235	" Eff. Exp.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
25	53	B-230	" Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
26	54	B-240	Word Functions	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
27	55	B-250	Reading Comprehension	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
28	56	B-260	Creativity	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
29	57	B-270	Mechanical Reasoning	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
30	58	B-281	Vis. in 2 Dimens	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
31	59	B-282	Vis. in 3 Dimens	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
32	60	B-290	Abstract Reasoning	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
33	61	B-311	Math I	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
34	62	B-312	Math II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
35	63	B-310	Math I & II	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
36	64	B-333	Math III	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
37	65	B-340	Math Total(I>II>III)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
38	66	B-410	Arith Computation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
39	67	B-420	Table Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
40	68	B-430	Clerical Checking	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
41	69	B-440	Object Inspection	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
42	70	A-410	Arith Computation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
43	71	A-420	Table Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
44	72	A-430	Clerical Checking	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
45	73	A-440	Object Inspection	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
46	74	F-410	Arith Computation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
47	75	F-420	Table Reading	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
48	76	F-430	Clerical Checking	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
49	77	F-440	Object Inspection	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
50	78	A-500	Preferences	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
51	79	B-601	SAI: Sociability	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
52	80	B-602	" Soc.Sensitivity	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
53	81	B-603	" Impulsiveness	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
54	82	B-604	" Vigor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
55	83	B-605	" Calmness	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
56	84	B-606	" Tidiness	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
57	85	B-607	" Culture	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
58	86	B-608	" Leadership	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
59	87	B-609	" Self-Confidence	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
60	88	B-610	" Mature Personality	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	89	F-701	Int Inv: Phys Sci	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	90	F-702	" Biol Sci & Med	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	91	F-703	" Pub Serv.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	92	F-704	" Lit-Ling.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	93	F-705	" Soc.Serv.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	94	F-706	" Artistic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	95	F-707	" Musical	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	96	F-708	" Sports	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	97	F-709	" Outdr Rec.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	98	F-710	" Bus. Mgmt.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	99	F-711	" Sales	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	100	F-712	" Computation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	101	F-713	" Office Work	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	102	F-714	" Mech-Tech	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	103	F-715	" Skilled Trades	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	104	F-716	" Farming	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	105	F-717	" Labor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	106	C-001	Composite: I.Q.Comp.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	107	C-002	" Gen.Acad.Apt.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	108	C-003	" Verbal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	109	C-004	" Quantitative	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	110	C-005	" Technical	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	111	C-006	" Sci. Apt.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

continued on next page

Table V-3c (continued)

[illegible]

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-3a.

Table V-4

Intercorrelations Among 111 Project Talent Variables for 15-Year-Olds
(Population from Tables V-2c and V-3c)
N=7648

continued on next page

Table V-4 (continued)

Part	Var	Code	Description	Bible	Colors	Etiquette	Hunting	Fishing	Outdr Act (Other)	Photography	Games	Theater, Ballet	Foods	Miscellaneous	Vocabulary II	Voc.Tot. (I & II)	Info I Total	Info II Total	Info Tot (I & II)	Mem. for Sentences	Mem. for Words	Disguised Words	Spelling	Capitalization	Punctuation	Usage	Eff. Exp.	Eng. Total	Word Functions	Reading Comp.	Creativity	Mech. Reasoning
				29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
	1		Grade	240	158	200	062	070	270	226	209	311	173	291	341	369	376	386	389	181	237	308	319	321	349	337	304	406	259	359	247	198
	2		Sex (1=M, 2=F)	038	247	179	-419	-281	-127	044	-168	162	112	-076	065	-065	-181	-033	-136	125	151	096	225	157	195	164	161	221	145	071	-062	-400
1	3	B-101	Info I: Screening	330	210	259	102	138	387	310	290	380	192	384	424	462	520	502	528	244	274	362	399	437	414	420	361	509	284	455	311	223
2	4	B-102	" Vocab I	555	314	323	235	225	605	431	450	605	414	618	705	963	886	819	886	284	433	568	485	425	590	539	471	624	547	749	594	543
3	5	B-103	" Literature	570	329	305	120	158	522	391	430	616	433	595	655	756	887	783	820	249	442	553	485	408	567	516	456	602	543	720	532	401
4	6	B-104	" Music	472	365	318	039	184	463	387	370	595	444	535	611	676	714	700	729	224	406	539	467	370	536	465	429	561	497	631	489	337
5	7	B-105	" Soc.Studies	566	270	297	218	200	570	403	448	549	358	609	661	772	867	789	863	249	408	493	456	415	561	498	442	591	511	717	525	488
6	8	B-106	" Math	480	282	303	153	179	506	347	435	490	354	540	576	690	788	689	774	228	419	490	452	346	570	465	403	556	536	624	511	493
7	9	B-107	" Phys. Sci	451	220	240	261	240	530	317	401	406	273	532	542	681	811	661	780	221	340	399	334	322	455	403	336	463	431	580	502	565
8	10	B-108	" Bio. Sci	464	244	237	268	234	518	320	353	424	276	495	551	665	759	659	744	228	339	405	349	338	456	414	354	476	436	596	479	491
9	11	B-109	" Sci Attitude	456	265	317	142	144	477	367	348	472	294	477	554	633	675	639	688	261	351	455	379	397	510	460	457	549	459	621	462	397
10	12	B-110	" Aero & Space	324	079	102	311	269	433	251	340	302	192	424	400	535	655	526	626	111	157	272	149	179	249	241	215	257	242	421	421	549
11	13	B-111	" Elec & Electron	268	079	113	330	293	432	270	346	248	170	408	375	513	671	491	626	107	149	246	150	196	247	243	188	258	230	379	426	566
12	14	B-112	" Mechanical	291	060	111	437	344	480	267	348	252	157	402	396	544	685	521	646	128	141	272	143	215	233	252	205	264	204	396	441	604
13	15	B-113	" Farming	425	215	264	304	241	495	316	297	385	230	[illegible]	500	610	695	602	681	237	299	360	329	364	410	403	362	454	365	536	456	644
14	16	B-114	" Home Ec	341	357	337	-093	-013	320	297	169	430	327	325	468	450	450	474	471	264	328	378	397	373	458	408	385	501	375	462	337	101
15	17	B-115	" Sports	360	124	189	286	258	496	289	426	386	261	466	466	582	687	595	673	152	257	353	305	287	343	323	293	387	334	486	410	467
	18	B-131	Info II: Art	510	338	319	100	167	531	419	397	625	423	577	686	722	700	808	756	259	403	542	453	404	529	485	442	574	470	675	520	373
	19	B-132	" Law	468	240	239	202	207	484	344	377	492	300	500	589	639	649	716	690	228	325	403	335	316	426	399	371	458	407	569	494	404
	20	B-133	" Health	479	324	330	107	147	513	422	364	550	360	537	665	681	661	751	710	282	399	500	484	427	536	497	446	593	470	636	470	323
	21	B-134	" Engineering	365	167	161	275	255	472	313	368	344	222	420	456	534	583	601	604	164	228	319	294	263	322	306	265	334	293	447	419	445
	22	B-135	" Architecture	371	245	211	105	131	351	268	279	392	279	410	432	486	505	572	542	168	283	357	320	255	362	326	287	385	361	450	367	276
	23	B-136	" Journalism	419	260	253	086	113	413	337	315	508	331	469	617	618	587	669	624	198	310	431	392	317	432	394	363	468	403	556	418	291
	24	B-137	" Foreign Travel	424	262	232	161	156	494	320	352	477	336	496	531	611	643	676	672	175	310	429	342	290	404	377	333	433	392	553	443	399
	25	B-138	" Military	348	129	157	182	160	337	214	296	331	235	384	375	456	491	534	519	109	211	278	223	176	261	241	210	276	278	396	328	317
	26	B-139	" Acct.Bus,Sales	447	270	201	126	151	463	362	357	536	354	494	668	661	633	719	690	235	328	429	377	343	457	410	374	487	433	588	451	351
	27	B-140	" Pract.Knowl.	418	247	290	123	162	492	378	374	496	301	485	567	580	571	669	621	257	319	426	391	415	456	433	412	526	369	553	423	313
	28	B-141	" Clerical	313	238	271	016	070	335	298	242	416	270	351	432	436	418	515	463	191	289	378	391	317	410	358	324	447	326	429	320	170
	29	B-142	" Bible		259	277	109	141	427	334	326	455	205	487	531	587	597	712	624	263	357	411	395	336	490	424	366	501	462	603	417	312
	30	B-143	" Colors	259		210	-037	-019	209	207	169	343	269	275	347	350	321	404	358	180	299	339	324	232	349	284	253	358	310	342	267	119
	31	B-144	" Etiquette	277	218		-013	021	203	214	181	328	[illegible]	271	337	353	364	414	378	166	264	303	300	267	367	309	297	382	330	368	267	179
	32	B-145	" Hunting	109	-037	-013		330	253	094	179	030	-004	170	126	211	285	260	284	060	012	048	-010	042	029	062	036	062	018	126	189	329
	33	B-146	" Fishing	151	-019	021	330		244	136	184	081	049	185	161	217	277	291	289	038	033	104	041	066	051	070	050	070	056	156	187	262
	34	B-147	" Outdr Act(Other)	427	209	203	253	244		372	415	465	307	507	604	650	673	719	707	219	386	415	335	348	431	405	373	472	388	567	474	472
	35	B-148	" Photography	334	207	214	094	136	372		285	390	237	357	445	469	480	531	497	199	258	356	324	318	373	359	326	421	315	457	343	253
	36	B-149	" Games	376	169	181	179	184	415	285		349	262	407	415	471	511	550	539	152	246	325	261	242	328	293	264	345	294	415	357	358
	37	B-150	" Theater,ballet	455	343	328	030	081	465	390	349		439	524	664	673	614	736	673	250	393	531	476	387	514	474	443	566	464	638	471	279
	38	B-151	" Foods	265	269	234	-004	049	307	237	242	439		357	418	447	415	498	455	138	272	375	296	212	326	293	280	365	308	406	318	181
	39	B-152	" Miscellaneous	487	275	271	170	185	507	357	407	524	357		617	664	680	747	722	228	366	466	412	364	466	428	382	515	442	587	482	400
	40	B-160	" Vocabulary II	531	347	337	126	161	604	445	415	664	418	617		870	739	819	787	286	430	568	510	446	590	539	493	639	528	721	541	402
	41	B-172	Vocab Tot. (I & II)	587	350	353	211	217	650	469	471	673	447	664	870		897	881	915	306	464	610	531	465	635	580	515	677	581	795	618	530
16	42	B-190	Info I Total	597	321	344	285	277	673	460	511	614	415	680	739	897		888	986	294	449	576	495	464	620	564	495	657	576	786	646	623
	43	B-198	Info II Total	712	404	414	260	291	719	531	550	736	498	747	819	881	888		953	317	475	619	538	481	637	583	526	688	583	810	637	516
	44	B-200	Info Total (I & II)	694	358	378	284	289	707	497	539	673	455	722	787	915	986	953		310	470	607	524	482	663	586	519	685	594	816	660	602
17	45	B-211	Memory for Sentences	243	180	166	040	038	219	199	152	250	138	228	286	306	294	317	310		374	240	270	313	341	328	291	388	256	336	280	149
18	46	B-212	Memory for Words	357	299	284	012	033	386	258	246	393	272	366	430	464	449	475	470	374		418	440	350	496	414	371	514	456	491	359	213
19	47	B-220	Disguised Words	411	339	303	048	104	415	356	325	531	375	466	568	610	576	619	607	240	418		560	399	567	521	458	617	520	636	507	352
20	48	B-231	English: Spelling	385	324	300	-010	041	335	324	261	476	296	412	510	531	495	538	524	270	440	560		505	632	550	481	770	517	561	374	168
21	49	B-232	" Capitalization	336	232	267	042	066	348	310	262	387	212	364	446	465	464	481	482	313	350	399	505		587	562	481	796	365	485	340	294
22	50	B-233	" Punctuation	480	369	367	029	073	431	373	328	514	326	486	590	635	629	637	641	361	439	567	632	587		651	575	876	631	672	482	361
23	51	B-234	" Usage	426	284	309	062	070	405	359	293	476	293	428	539	580	564	583	586	328	414	521	550	562	653		560	825	491	599	434	308
24	52	B-235	" Eff. Exp.	366	253	297	034	050	373	326	264	443	280	382	493	515	495	526	519	291	371	458	481	481	575	560		727	443	575	391	269
25	53	B-230	" Total	501	358	382	042	070	472	421	365	566	365	515	639	677	657	688	685	388	514	617	770	796	876	825	727		607	716	503	339
26	54	B-240	Word Functions	462	310	330	018	056	388	315	294	464	308	442	520	501	576	503	594	256	456	520	517	365	631	491	443	607		649	482	339
27	55	B-250	Reading Comprehension	603	342	368	126	156	567	457	415	638	406	597	721	795	786	810	816	336	491	636	561	485	672	599	575	716	649		640	472
28	56	B-260	Creativity	417	267	267	189	187	475	343	357	471	318	482	541	618	644	637	660	280	329	507	374	340	482	434	391	503	482	640		516
29	57	B-270	Mechanical Reasoning	317	119	170	329	262	472	253	358	279	181	400	402	530	623	514	602	149	213	352	168	294	361	308	269	339	339	472	516	
30	58	B-281	Vis. in 2 Dimens	237	152	188	161	131	327	220	264	246	141	278	299	371	417	383	417	150	208	341	200	240	312	269	247	320	294	378	391	492
31	59	B-282	Vis. in 3 Dimens	291	203	210	157	130	358	240	289	296	192	344	386	453	507	449	500	161	236	364	231	263	389	316	304	377	405	477	477	586
32	60	B-290	Abstract Reasoning	377	270	288	102	103	410	311	315	410	280	424	497	555	578	552	585	250	365	476	387	425	539	457	433	556	498	586	492	523
33	61	B-311	Math I	469	261	316	154	148	477	349	360	468	314	491	574	660	689	653	685	295	425	473	460	427	605	514	472	617	579	652	524	472
34	62	B-312	Math II	473	277	329	116	124	473	356	393	477	319	500	559	643	691	650	695	278	490	479	493	439	632	519	453	634	618	635	531	453
35	63	B-320	Math I & II	515	295	353	145	148	519	385	413	517	366	547	618	711	754	711	759	312	479	520	523	473	678	569	504	684	656	702	598	506
36	64	B-333	Math III	237	136	156	100	096	253	179	255	241	177	275	256	332	380	351	380	112	225	259	240	185	309	238	204	294	332	314	280	274
37	65	B-340	Math Total(I+II+III)	501	284	344	132	151	511	372	417	505	342	540	597	632	745	700	745	308	478	511	549	457	661	547	487	663	650	683	549	501
42	66	B-410	Arith Computation	348	233	295	083	075	388	315	295	385	228	386	432	466	482	499	501	320	409	452	519	497	555	469	480	614	453	488	358	234
43	67	B-420	Table Reading	119	094	119	013	033	143	132	128	179	118	167	190	183	175	206	191	122	158	321	205	170	195	180	141	225	170	205	183	137
44	68	B-430	Clerical Checking	073	103	099	-040	-009	051	069	063	130	095	081	096	090	071	116	089	077	124	330	209	113	143	112	078	162	133	127	100	031
45	69	B-440	Object Inspection	108	129	131	013	023	151	136	110	181	128	164	179	176	176	209	192	122	167	306	172	189	191	169	156	220	192	225	216	212
46	70	A-410	Arith Computation	229	144	197	044	061	231	192	207	242	163	256	256	287	309	322	322	218	295	334	355	331	373	295	227	401	317	297	233	152
47	71	A-420	Table Reading	-025	-008	003	003	012	-032	-026	-006	-008	025	-008	-039	-038	-036	-025	-033	-008	031	120	-009	-059	-043	-067	-088	-059	002	-041	014	021
48	72	A-430	Clerical Checking	000	042	039	-065	-019	-027	-006	004	033	038	000	-010	-020	-032	003	-020	017	045	227	098	015	026	[illegible]	-024	029	047	008	019	-023
49	73	A-440	Object Inspection	038	074	076	-001	008	073	099	056	099	085	093	077	072	079	104	090	099	092	232	086	085	080	[illegible]	046	092	113	111	138	138
38	74	F-410	Arith Computation	296	210	240	033	048	328	288	234	342	203	324	405	423	422	434	437	262	313	336	424	418	462	[illegible]	387	526	361	444	388	202
39	75	F-420	Table Reading	188	137	161	015	035	229	206	161	252	137	235	299	289	276	308	295	175	187	221	287	303	311	[illegible]	280	368	231	323	237	168
40	76	F-430	Clerical Checking	199	180	186	-022	017	200	201	160	282	177	222	285	288	263	308	286	173	261	410	359	278	333	330	264	380	263	334	232	134
41	77	F-440	Object Inspection	168	152	154	029	027	192	175	138	218	138	199	235	235	232	262	249	152	198	310	212	246	253	233	223	292	227	283	248	239
50	78	A-500	Preferences	033	-013	026	028	061	033	017	012	037	008	036	-017	002	015	040	024	026	030	075	015	016	-065	-016	-071	-022	-047	-030	011	-030
51	79	B-601	SAI: Sociability	106	125	167	-036	014	146	154	106	171	121	132	160	144	120	181	145	108	132	194	197	188	172	[illegible]	137	215	126	152	100	-009
52	80	B-602	" Soc.Sensitivity	195	159	155	-077	-013	136	172	101	233	155	166	227	209	181	238	206	121	177	242	252	190	239	[illegible]	177	264	206	239	146	-006
53	81	B-603	" Impulsiveness	101	050	025	022	044	072	061	080	108	021	080	071	096	094	123	107	015	053	096	048	020	031	031	008	034	044	077	055	022
54	82	B-604	" Vigor	165	093	124	065	086	222	159	155	170	112	196	218	227	220	244	239	106	133	201	188	156	176	[illegible]	135	207	144	210	160	118
55	83	B-605	" Calmness	206	104	152	027	061	201	180	143	211	133	193	240	248	250	274	265	095	153	222	206	166	208	184	146	228	192	244	191	103
56	84	B-606	" Tidiness	136	118	190	-045	-008	130	173	091	179	123	136	197	175	190	190	171	106	148	203	241	186	216	120	155	244	163	186	121	-007
57	85	B-607	" Culture	204	173	165	-080	-020	134	168	089	228	167	167	222	209	187	239	210	122	184	223	244	186	238	196	161	256	211	224	144	-016
58	86	B-608	" Leadership	097	050	060	-016	024	054	048	061	072	084	074	071	070	070	090	081	021	065	118	090	012	064	035	018	054	093	063	053	-013
59	87	B-609	" Self-Confidence	177	088	120	050	059	187	174	152	170	108	175	193	211	222	238	234	099	136	198	167	167	179	166	127	190	149	206	162	112
60	88	B-610	" Mature Personality	229	116	138	016	062	190	179	142	210	145	208	239	251	256	281	272	114	179	226	254	150	237	186	148	244	234	249	190	077
	89	F-701	Int Inv: Phys Sci	-142	030	037	-221	-174	-162	-037	-209	-015	-019	-174	-105	-199	-291	-186	-262	-012	-048	-043	005	040	-039	-068	005	-081	-124	-136	-189	-338
	90	F-702	" Biol Sci & Med	-167	-058	-029	-068	-065	-140	-056	-127	-096	-103	-160	-145	-185	-215	-191	-213	-065	-107	-105	-092	-021	-098	-066	-063	-084	-153	-170	-151	-143
	91	F-703	" Pub Serv.	-050	045	068	-094	-057	-014	018	-076	015	007	-037	-001	-034	-062	-061	-056	021	-001	013	029	060	066	067	050	065	-015	-011	-031	-049
	92	F-704	" Lit-Ling.	-196	-107	-072	107	055	-023	-064	-032	-171	-117	-091	-134	-124	-099	-147	-118	-066	-157	-139	-159	-036	-148	-105	-098	-153	-186	-182	-100	072
	93	F-705	" Soc.Serv.	-076	-113	-079	243	153	089	-006	070	-083	-062	018	-024	046	098	014	071	-071	-113	-061	-156	-056	-115	-075	-080	-119	-137	-049	023	237
	94	F-706	" Artistic	-138	-166	-077	109	040	-027	-069	-010	-156	-113	-073	-137	-112	-085	-129	-102	-066	-166	-119	-112	-053	-141	-101	-095	-124	-153	-146	-125	-006
	95	F-707	" Musical	-098	-062	-029	158	094	062	005	050	-070	-038	008	-016	-003	016	-007	007	-007	-071	-044	-064	024	-063	-023	-009	-033	-094	-048	-024	066
	96	F-708	" Sports	-095	057	014	-203	-161	-160	-047	-164	-030	003	-129	-063	-122	-186	-144	-177	-013	-033	-044	-014	-009	-013	-011	-009	-015	-044	-095	-100	-215
	97	F-709	" Outdr Rec.	-036	099	086	-334	-259	-162	003	-102	062	065	-078	002	-072	-167	-079	-127	016	056	034	110	067	091	071	070	099	059	-020	-091	-271
	98	F-710	" Bus. Mgmt.	005	054	055	-031	-027	022	029	-017	035	020	012	034	028	013	015	014	013	012	044	035	070	047	072	051	068	016	032	-008	-005
	99	F-711	" Sales	036	062	046	-038	-032	030	049	-007	054	012	025	050	041	026	035	030	032	030	076	060	072	068	005	064	089	035	055	025	004
100	F-712		" Computation	016	045	018	016	-015	038	033	-028	076	046	008	024	035	007	031	016	-001	-009	046	001	034	-010	044	035	020	-046	027	-010	-023
	101	F-713	" Office Work	101	-021	-000	231	138	204	063	161	093	070	174	122	223	279	201	259	-002	008	072	-030	017	016	049	036	022	047	134	147	278
	102	F-714	" Mech-Tech	100	186	179	-299	-181	-007	107	-032	209	150	044	148	066	-022	096	018	109	154	171	230	202	224	200	201	261	166	152	003	-249
	103	F-715	" Skilled Trades	125	131	142	-099	-253	113	145	080	203	129	130	196	181	168	187	166	100	134	187	184	195	205	201	187	241	160	196	092	-022
	104	F-716	" Farming	015	099	078	-240	-149	-043	056	-001	103	097	023	099	015	-037	021	-017	038	075	105	136	099	114	103	089	133	086	045	-033	-173
	105	F-717	" Labor	157	138	146	-079	-036	156	177	128	232	151	189	242	231	205	246	225	114	152	217	203	216	238	226	212	273	186	236	140	036
	106	C-001	Composite: I.Q.Comp.	593	351	386	145	162	583	455	434	623	407	600	726	809	818	816	839	348	510	642	568	519	716	625	583	750	684	843	663	558
	107	C-002	" Gen.Acad.Apt.	605	378	413	130	151	596	476	452	650	419	633	753	836	844	839	865	386	555	671	689	652	831	743	671	894	717	892	674	519
	108	C-003	" Verbal	592	390	403	105	133	581	475	433	667	427	627	774	851	821	833	847	383	545	672	760	725	852	796	701	952	656	817	595	438
	109	C-004	" Quantitative	518	299	349	155	162	531	385	443	523	360	564	616	720	706	727	787	292	478	529	519	440	660	550	485	666	665	699	563	520
	110	C-005	" Technical	429	162	204	407	346	594	346	447	388	256	549	546	714	868	693	830	194	275	403	263	312	408	384	322	423	388	584	581	810
	111	C-006	" Sci. Apt.	580	310	353	287	294	645	450	495	586	387	648	715	866	927	845	923	319	474	681	586	481	670	587	529	691	649	850	726	714

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Table V-4 (continued)

Part Var	Var	Code	Description	Vis.in 2 Dimens 58	Vis.in 3 Dimens 59	Abstract Reason. 60	Math I 61	Math II 62	Math I + II 63	Math III 64	Math Tot(I+II+III) 65	Arith Computation 66	Table Reading 67	Clerical Checking 68	Object Inspection 69	Arith Computation 70	Table Reading 71	Clerical Checking 72	Object Inspection 73	Arith Computation 74	Table Reading 75	Clerical Checking 76	Object Inspection 77	Preference 78	Sociability 79	Soc.Sensitivity 80	Impulsiveness 81	Vigor 82	Calmness 83	Tidiness 84	Culture 85	Leadership 86
	1		Grade	190	194	297	284	294	317	193	322	305	105	166	177	198	021	088	110	263	235	264	203	075	171	171	044	143	149	145	150	003
	2		Sex (1=M, 2=F)	-153	-118	-006	-048	-030	-062	-089	-057	111	082	125	090	055	-041	081	050	118	124	165	099	-019	186	245	020	024	081	191	252	037
1	3	R-101	Info I: Screening	215	181	313	328	324	356	132	341	449	198	147	194	278	-038	050	111	404	298	293	231	132	262	248	092	211	236	244	261	063
2	4	R-102	" Vocab I	371	441	526	636	619	684	323	670	435	159	076	155	273	-033	-024	062	387	251	254	210	012	115	177	099	208	226	144	170	062
3	5	R-103	" Literature	300	377	483	561	585	627	339	624	403	176	118	174	261	-019	021	098	349	260	276	217	011	118	207	110	182	206	144	210	083
4	6	R-104	" Music	272	352	445	493	518	554	278	545	387	172	121	186	252	-001	033	106	332	237	258	224	008	167	236	101	197	222	194	200	129
5	7	R-105	" Soc.Studies	339	412	502	604	605	660	303	644	445	146	065	138	281	-044	-029	051	396	263	240	189	004	098	158	073	166	203	129	161	062
6	8	R-106	" Math	352	452	505	628	732	749	474	760	437	159	095	137	312	015	014	066	339	204	224	176	-022	079	147	070	162	209	122	166	105
7	9	R-107	" Phys. Sci	343	439	459	541	555	600	308	595	335	102	011	108	224	-035	-056	044	282	176	149	152	-006	014	087	049	130	161	072	097	035
8	10	R-108	" Bio. Sci	302	387	433	509	503	552	281	549	319	105	017	120	182	-048	-059	047	301	192	174	166	-004	057	123	060	150	166	087	124	025
9	11	R-109	" Sci Attitude	306	351	439	531	496	590	239	557	392	135	047	148	237	-058	-023	049	301	233	232	206	-022	131	180	059	166	196	123	150	066
10	12	R-110	" Aero & Space	277	339	325	385	375	415	244	416	153	055	-030	065	084	-027	-070	017	152	107	078	056	-017	-031	-061	042	064	100	-004	-027	-012
11	13	R-111	" Elec & Electron	288	301	318	397	380	424	247	427	188	061	-020	054	121	-025	-057	016	163	109	070	083	005	-028	-000	031	064	125	022	002	-010
12	14	R-112	" Mechanical	326	376	325	407	361	417	207	411	201	061	-045	070	117	-024	-083	027	132	108	055	105	030	-006	-031	036	132	109	-009	-021	-025
13	15	R-113	" Farming	292	341	370	469	429	488	188	473	355	090	-021	092	223	-056	-089	030	317	176	135	134	041	097	114	055	190	176	089	122	016
14	16	R-114	" Home Ec	161	226	310	350	333	372	113	351	354	149	117	180	216	-036	035	105	326	240	245	211	009	219	283	060	165	225	244	206	063
15	17	R-115	" Sports	316	302	375	463	456	500	266	496	360	136	046	117	269	004	-021	062	289	183	169	165	057	122	061	075	236	157	065	036	095
	18	R-131	Info II: Art	304	368	459	497	503	567	276	560	386	188	111	198	263	-019	018	110	366	265	254	240	020	169	228	090	183	221	176	222	081
	19	R-132	" Law	271	330	379	488	475	525	265	519	319	120	049	116	201	-035	-022	043	283	200	181	150	002	065	105	072	129	190	075	112	061
	20	R-133	" Health	251	308	432	490	499	540	242	527	433	167	100	179	266	-030	001	090	392	279	268	227	026	180	238	093	209	236	210	226	096
	21	R-134	" Engineering	292	339	339	402	383	428	205	420	266	112	035	120	183	-023	-019	063	250	178	139	150	036	088	078	049	175	162	081	089	031
	22	R-135	" Architecture	217	269	308	373	374	408	220	405	276	110	075	121	188	002	015	070	224	169	171	144	026	080	121	066	103	135	115	149	055
	23	R-136	" Journalism	223	268	394	442	440	481	216	469	331	123	078	119	216	-027	002	050	286	196	209	155	011	119	180	076	156	187	136	136	088
	24	R-137	" Foreign Travel	270	312	375	437	436	479	244	475	269	136	066	178	168	004	-018	063	249	188	193	162	068	051	113	072	126	137	098	090	063
	25	R-138	" Military	196	217	249	333	346	371	207	369	203	083	032	076	148	014	-015	063	194	100	121	090	033	066	079	086	113	136	058	069	079
	26	R-139	" Acct,Bus,Sales	267	319	399	515	477	539	274	532	369	153	086	138	225	-016	005	061	325	226	229	176	098	138	171	097	161	202	139	167	072
	27	R-140	" Pract.Knowl.	273	303	402	430	412	456	184	441	410	186	113	203	244	-003	010	101	382	317	286	255	038	210	280	058	203	215	195	203	069
	28	R-141	" Clerical	185	194	207	336	336	367	183	361	348	176	143	155	240	015	066	096	281	227	267	170	051	171	215	080	156	196	207	216	092
	29	R-142	" Bible	237	291	377	469	473	515	237	501	348	119	073	108	229	-025	080	038	256	180	198	168	033	196	193	101	185	206	136	156	037
	30	R-143	" Colors	152	203	270	261	277	295	136	284	233	066	103	129	144	-008	042	074	210	137	188	152	-013	125	159	050	061	146	116	173	086
	31	R-144	" Etiquette	188	210	288	316	329	353	156	344	295	119	099	131	197	003	039	076	248	161	186	154	024	147	155	095	126	152	140	165	060
	32	R-145	" Hunting	161	157	102	156	116	165	100	150	053	013	-060	013	044	003	-065	-001	033	015	-022	029	028	-036	-077	072	065	027	-093	-085	-018
	33	R-146	" Fishing	131	138	103	148	126	148	096	151	075	035	-009	023	061	012	-019	008	048	035	017	027	061	014	-013	044	066	061	-080	-075	026
	34	R-147	" Outdr Act(Other)	327	358	410	477	473	519	253	511	368	143	051	151	231	-032	-027	073	320	229	200	192	033	160	136	079	227	201	130	134	096
	35	R-148	" Photography	220	240	311	369	376	385	179	377	319	132	089	136	192	-026	-008	050	288	206	201	175	017	156	172	063	159	180	173	168	058
	36	R-149	" Games	264	289	315	360	393	413	235	417	295	128	063	110	207	-000	004	056	234	181	169	138	012	108	101	060	159	143	081	089	061
	37	R-150	" Theater,ballet	246	296	410	468	477	517	241	505	385	179	130	181	242	-006	033	090	342	252	282	218	037	171	233	108	170	211	179	228	072
	38	R-151	" Foods	161	192	200	316	319	366	177	362	228	118	055	128	163	025	028	085	271	137	177	120	008	123	159	071	112	133	121	167	080
	39	R-152	" Miscellaneous	278	344	424	491	508	547	275	540	384	167	087	166	256	-006	000	093	324	235	222	190	036	132	166	080	196	193	136	167	076
	40	R-162	" Vocabulary II	299	386	497	574	559	610	256	597	432	190	096	179	256	-039	-010	077	405	299	285	235	-017	160	227	073	218	250	197	222	071
	41	R-170	Vocab Tot. (I & II)	371	453	555	660	643	711	322	692	466	185	090	176	287	-038	-020	072	425	289	288	235	007	144	209	096	217	248	175	216	070
16	42	R-180	Info I Total	417	507	576	689	691	754	380	745	482	179	071	176	309	-036	-032	079	422	276	263	232	015	120	181	096	228	250	190	187	070
	43	R-190	Info II Total	383	449	552	653	650	711	351	700	499	206	116	209	322	-025	003	104	434	308	308	262	040	181	238	123	244	274	190	239	090
	44	R-200	Info Total (I & II)	417	500	585	695	695	759	380	749	501	191	089	192	322	-033	-020	090	437	295	286	249	026	165	200	107	239	265	171	210	091
17	45	R-211	Memory for Sentences	150	161	240	295	278	312	112	300	320	122	077	122	218	-008	017	054	262	175	173	152	026	108	121	015	106	095	106	122	121
18	46	R-212	Memory for Words	208	256	365	425	450	479	225	470	409	158	124	167	295	031	045	092	313	187	261	198	030	132	177	053	133	153	144	184	169
19	47	R-220	Disguised Words	361	344	476	473	479	520	259	511	452	321	330	304	336	120	227	232	336	321	410	310	075	196	262	090	201	222	203	223	110
20	48	R-231	English:Spelling	208	231	387	460	493	523	240	509	519	205	204	172	355	-005	098	086	426	287	359	212	015	197	262	048	188	206	241	244	090
21	49	R-232	" Capitalization	240	263	405	427	439	473	185	457	407	178	113	109	331	-059	015	085	418	303	278	246	016	188	190	020	156	166	166	186	012
22	50	R-233	" Punctuation	312	389	539	605	632	678	309	661	555	196	143	191	373	-063	026	080	462	311	323	253	-045	172	239	031	176	200	216	238	064
23	51	R-234	" Usage	269	316	457	514	516	565	238	547	460	167	112	169	285	-067	006	065	417	266	266	233	-016	156	303	031	167	186	166	196	035
24	52	R-235	" Eff. Exp.	247	304	433	472	493	504	206	487	400	141	078	156	227	-088	-024	046	387	200	204	223	-071	137	177	000	135	146	155	161	018
25	53	R-230	" Total	320	377	556	617	634	686	296	663	614	225	162	220	401	-059	029	092	526	308	380	292	-022	215	266	026	207	228	206	226	035
26	54	R-240	Word Functions	296	405	498	579	618	656	332	658	451	170	133	192	317	002	067	113	361	231	263	227	-067	176	206	044	166	192	163	211	003
27	55	R-250	Reading Comprehension	378	477	594	692	635	702	314	683	486	205	127	225	297	-041	006	111	466	323	334	283	-030	152	239	077	210	244	106	224	063
28	56	R-260	Creativity	391	477	492	524	501	558	200	549	358	183	100	216	233	014	019	138	300	237	232	248	011	100	166	055	160	191	121	166	053
29	57	R-270	Mechanical Reasoning	432	506	526	472	453	506	274	501	236	137	031	212	192	121	-023	138	262	186	176	230	-030	-004	-006	022	110	103	-067	-016	-013
30	58	R-281	Vis. in 2 Dimens		400	438	353	390	389	200	384	301	219	165	301	219	065	108	236	230	236	217	309	044	050	067	027	116	122	056	050	008
31	59	R-282	Vis. in 3 Dimens	400		550	452	457	407	244	400	262	155	076	262	193	-003	000	172	249	217	191	203	-070	-005	066	007	090	113	033	035	-000
32	60	R-290	Abstract Reasoning	438	550		530	536	581	262	566	389	191	109	273	225	-037	009	150	272	299	270	330	-005	079	121	005	130	149	101	118	017
33	61	R-311	Math I	353	452	530		672	893	349	859	404	156	061	133	333	-021	-027	037	411	235	223	180	-052	100	144	053	152	181	124	144	055
34	62	R-312	Math II	359	457	534	672		933	444	915	540	175	093	157	383	-008	003	069	424	248	248	209	-036	103	160	061	166	201	161	173	081
35	63	R-310	Math I & II	389	497	581	893	933		439	972	568	182	086	160	394	-015	-011	060	457	265	290	210	-045	111	167	051	175	210	145	175	076
36	64	R-333	Math III	200	244	262	349	444	439		610	251	103	103	099	212	058	069	080	152	084	132	099	-013	030	074	036	072	115	066	086	061
37	65	R-340	Math Total(I+II+III)	384	490	566	859	915	972	610		552	182	099	169	391	008	006	072	432	259	257	214	-042	105	165	053	169	210	137	132	082
38	66	R-410	Arith Computation	301	262	389	404	540	568	251	552		325	269	271	613	121	175	202	646	327	357	206	153	257	237	072	237	238	256	243	118
39	67	R-420	Table Reading	219	155	191	156	175	182	103	182	325		475	458	309	685	423	447	152	693	384	387	229	155	138	060	148	159	149	160	106
40	68	R-430	Clerical Checking	165	076	109	061	093	086	103	099	269	475		448	310	397	942	474	055	290	690	363	262	166	167	081	127	156	178	167	160
41	69	R-440	Object Inspection	301	262	273	133	157	160	099	169	271	458	448		246	264	391	886	162	367	376	916	170	157	122	059	133	133	167	122	070
42	70	A-410	Arith Computation	219	193	225	333	383	394	212	391	613	309	310	246		297	292	277	002	131	217	101	220	204	100	103	100	206	210	193	149
43	71	A-420	Table Reading	065	-003	-037	-021	-008	-015	058	008	121	685	397	264	297		453	415	-102	-050	107	009	270	072	094	098	065	083	080	099	128
44	72	A-430	Clerical Checking	108	000	009	-027	003	-011	069	006	175	423	942	391	292	453		473	-082	132	415	290	279	120	100	095	095	125	157	129	144
45	73	A-440	Object Inspection	236	172	150	037	069	060	080	072	202	447	474	886	277	415	473		-015	203	275	670	251	139	106	087	119	116	126	105	092
46	74	P-410	Arith Computation	230	249	272	411	424	457	152	432	646	152	055	162	002	-102	-082	-015		388	327	254	-037	171	158	-012	158	140	167	162	066
47	75	P-420	Table Reading	236	217	299	235	248	265	084	259	327	693	290	367	131	-050	132	203	388		422	444	038	148	135	-003	140	131	144	133	019
48	76	P-430	Clerical Checking	217	191	278	223	248	290	132	257	357	384	690	376	217	107	415	275	327	422		307	059	171	168	017	142	156	190	175	069
49	77	P-440	Object Inspection	309	293	330	180	209	210	099	214	206	387	363	916	101	009	290	670	254	444	307		086	144	113	020	126	123	192	116	037
50	78	A-500	Preference	044	-070	-085	-052	-036	-045	-013	-042	153	229	262	170	220	270	279	251	-037	038	059	086		184	137	292	142	156	166	156	103
51	79	R-601	SAI: Sociability	098	-005	079	100	103	111	030	105	257	155	164	157	204	072	120	139	171	141	171	166	184		551	276	536	603	654	693	360
52	80	R-602	" Soc.Sensitivity	047	046	121	144	160	167	074	165	237	138	167	122	180	056	108	106	158	135	168	113	137	551		293	479	602	508	646	609
53	81	R-603	" Impulsiveness	027	007	005	053	041	051	036	053	072	068	081	059	103	058	092	087	-012	-002	017	039	292	276	293		284	173	190	223	298
54	82	R-604	" Vigor	116	090	136	152	166	175	072	169	237	148	127	133	188	065	095	119	158	160	142	126	142	536	479	284		458	438	461	401
55	83	R-605	" Calmness	122	113	144	181	201	210	115	210	298	155	196	133	206	083	125	116	140	131	156	123	154	603	602	173	458		566	555	306
56	84	R-606	" Tidiness	056	033	101	126	161	165	046	137	250	149	170	167	210	090	137	125	167	156	170	190	166	654	508	190	438	566		619	339
57	85	R-607	" Culture	050	035	110	144	173	175	086	172	243	160	167	122	193	059	129	105	162	133	175	116	156	693	646	223	461	555	619		405
58	86	R-608	" Leadership	008	-000	017	055	001	076	061	082	110	106	140	070	149	120	144	092	006	019	069	037	169	360	609	298	401	306	339	405	
59	87	R-609	" Self-Confidence	105	091	110	150	172	177	081	172	190	119	120	112	155	039	096	090	135	126	166	110	111	393	311	130	313	420	290	332	288
60	88	R-610	" Mature Personality	009	095	135	204	242	246	127	245	207	144	166	121	241	069	133	108	176	129	166	107	101	441	415	217	521	612	429	434	467
	89	P-701	Int Inv: Phys Sci	-159	-225	-144	-204	-242	-248	-200	-258	-047	-006	016	017	-065	-037	008	005	006	020	029	024	-014	070	020	-030	-049	-001	040	003	-116
	90	P-702	" Biol Sci & Med	-063	-102	-104	-132	-179	-173	-143	-181	-071	-038	-055	-032	-074	-022	-045	-035	-025	-031	-052	-022	-037	-064	-133	-063	-166	-149	-089	-172	-104
	91	P-703	" Pub Serv.	-002	-017	010	-035	-057	-052	-044	-057	002	004	-025	021	-035	-030	-025	002	050	035	017	037	-009	-033	-047	-052	-049	-048	-031	-098	-170
	92	P-704	" Lit-Ling.	018	-018	-056	-095	-125	-122	-078	-123	-075	-024	-069	-017	-080	-012	-054	-017	-023	-021	-070	-061	-036	-117	-222	-109	-116	-144	-119	-256	-220
	93	P-705	" Soc.Serv.	098	076	013	008	-032	-016	003	-012	-098	-056	-117	-053	-091	-013	-098	-047	-048	-064	-107	-063	-037	-208	-277	-004	-113	-101	-201	-285	-102
	94	P-706	" Artistic	-040	-130	-124	-077	-090	-092	-048	-090	-046	-026	-048	-089	-041	-001	-030	-073	-070	-035	-067	-084	-021	-079	-181	-073	-073	-115	-107	-232	-131
	95	P-707	" Musical	033	-006	066	017	-026	-008	-024	-010	014	017	-027	-015	-013	-008	-028	-010	042	032	-012	-006	003	-031	-108	-064	-030	-081	-083	-213	-136
	96	P-708	" Sports	-132	-096	-092	-106	-113	-120	-089	-124	-091	-039	-017	-029	-092	-031	-015	-029	-035	-022	-016	-023	-079	-113	-019	-079	-240	-088	005	-037	-119
	97	P-709	" Outdr Rec.	-117	-109	-055	-051	-032	-046	-042	-046	046	024	065	012	016	-008	-046	-050	055	040	070	016	-050	053	086	-052	-113	000	101	097	-027
	98	P-710	" Bus.-Mgt.	014	008	024	-004	005	001	-013	-001	005	-003	-023	012	-023	-034	-035	-006	040	030	013	026	-040	-114	-063	-055	-077	-067	-044	-067	-158
	99	P-711	" Sales	037	015	037	009	015	014	-008	009	036	027	-000	037	005	-015	-019	011	055	052	040	053	-028	-028	005	-046	-017	-003	012	-000	-007
	100	P-712	" Computation	-031	-057	-010	-072	-086	-087	-054	-087	-009	-044	-049	-011	002	-056	-055	-028	-017	-006	-016	008	-036	-060	-063	017	-051	-080	-071	-066	-114
	101	P-713	" Office Work	120	125	101	131	140	149	097	155	-009	-026	-066	-016	-025	-015	-070	-030	016	-026	-028	063	-016	-103	-089	028	015	-014	-093	-076	-025
	102	P-714	" Mech-Tech	-060	-078	063	028	070	056	-011	049	158	089	117	117	079	-033	062	068	160	159	186	137	-020	159	199	004	026	001	192	210	019
	103	P-715	" Skilled Trades	030	026	115	109	143	140	056	137	158	077	063	093	070	-035	032	042	170	161	146	123	-027	079	113	-017	035	073	129	116	-027
	104	P-716	" Farming	-098	-072	-004	-002	039	023	005	024	098	073	113	060	059	014	082	065	098	086	132	084	001	109	105	-009	-048	047	130	112	021
	105	P-717	" Labor	074	072	161	142	177	176	069	170	197	098	097	135	099	-036	037	075	209	171	105	169	-018	162	156	-006	089	125	170	177	021
	106	C-001	Composite: I.Q.Comp.	444	562	782	802	709	828	354	795	532	219	124	249	329	-041	-001	120	480	341	339	314	-056	141	217	061	205	238	175	256	057
	107	C-002	" Gen.Acad.Apt.	423	524	679	800	819	886	401	863	619	233	142	276	405	-039	011	106	530	359	364	304	-035	175	267	061	223	257	213	243	076
	108	C-003	" Verbal	365	439	604	686	698	757	342	737	606	236	153	225	390	-053	010	096	526	368	379	296	-012	202	280	080	230	256	235	266	070
	109	C-004	" Quantitative	391	501	576	828	927	961	622	976	556	185	105	164	392	005	011	075	620	269	260	214	-036	108	165	058	175	210	160	179	061
	110	C-005	" Technical	435	534	503	564	545	605	323	602	298	111	-006	136	186	-025	-070	064	267	178	135	179	-004	-003	030	047	150	158	031	032	002
	111	C-006	" Sci. Apt.	484	606	707	808	791	872	461	866	511	198	086	216	332	-023	-021	105	440	295	281	275	-034	093	159	063	201	232	132	158	054

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Table V-4 (continued)

Note.- Decimal points have been omitted from the correlation coefficients.
*See footnote on Table V-2a.

on a representative ten per cent sample* of the Project TALENT 15-year-olds in Grades 9-12 (regular sample), and all of the Project TALENT 15-year-olds below Grade 9 or not in school at all. Only complete cases are used, and the cases are unweighted. The groups of 15-year-olds on whom correlations are based, and the corresponding numbers of cases (unweighted, of course), are as follows:

Table V-2a.	Boys in high school	N=3373
Table V-2b.	Boys not in high school	N= 283
Table V-2c.	All boys	N=3656
Table V-3a.	Girls in high school	N=3829
Table V-3b.	Girls not in high school	N= 163
Table V-3c.	All girls	N=3992
Table V-4.	Total group	N=7648

The corresponding means and standard deviations are summarized in Table V-5.

Comparison of the means and standard deviations shown in Table V-5, based on unweighted data, with the corresponding values in Table IV-5, based on weighted data, shows enough similarity to suggest that the correlations in Tables V-2 to V-4 are probably fairly close to the values that would have been obtained if Weight D had been applied. (Use of Weight D would have yielded estimates of the correlations for the complete population of 15-year-olds.)

For 60 of the 111 variables, four correlation matrices are shown in Appendix B. They are for Grade 9 boys, Grade 9 girls, Grade 12 boys, and Grade 12 girls, respectively. No weights have been applied to the cases. The correlation coefficients for 15-year-old boys and girls in school (Tables V-2a and V-3a respectively) are quite like the ones for Grade 9 boys and Grade 9 girls (Tables B-1 and B-2 respectively). This, of course, is not surprising, since there is a tremendous amount of overlap between the age groups and the grade groups.

Figure V-1 shows the correlation of key tests with Reading Comprehension (R-250) for the 15-year-old high school boys, for the 15-year-old boys not in high school, and for the two groups combined. The correlations tend to be lowest for the group not in high school. The correlations for the two samples combined tend to run slightly higher than those for high school students only, because combining the samples increases the range. Similar graphs are presented in Figures V-2 and V-3, which show correlations of key tests with Mathematics Part II (R-312) and Mechanical Information (R-112), respectively.

Comparison of Figures V-1 and V-2 reveals that the discrepancies between correlations for the high school cases and those for the non-high school cases are even more extreme in the case of Mathematics Part II than for Reading Comprehension. This is probably due to the fact that even students who do not get to high school can learn to read

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*The ten per cent sample consists of students whose six-digit testing numbers end with the digit "3".

Table V-5

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

Vari-able	Test	Boys						Girls							
		Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992		All Cases N=7648	
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
1	Grade	10.40	.54	8.00	2.20	10.22	1.03	10.48	.54	7.77	2.52	10.37	.91	10.30	.97
2	Sex (1=M, 2=F)	1.00	.00	1.00	.00	1.00	.00	2.00	.00	2.00	.00	2.00	.00	1.52	.50
3	R-101 Screening	11.23	1.44	8.80	2.67	11.04	1.70	11.52	1.10	9.44	2.45	11.43	1.25	11.25	1.50
4	R-102 Vocabulary I	12.20	3.99	5.94	3.31	11.72	4.28	10.85	4.05	4.91	2.62	10.61	4.17	11.14	4.26
5	R-103 Literature	11.50	4.44	5.99	2.93	11.07	4.58	11.19	4.28	5.65	2.65	10.97	4.37	11.02	4.47
6	R-104 Music	5.56	2.89	2.59	1.79	5.33	2.92	6.12	2.87	2.81	1.88	5.98	2.91	5.67	2.93
7	R-105 Social Studies	14.32	5.35	6.66	4.16	13.72	5.65	12.28	4.99	5.62	3.34	12.00	5.11	12.83	5.44
8	R-106 Math	8.47	4.71	3.75	2.15	8.11	4.73	7.20	4.28	3.48	1.91	7.04	4.27	7.55	4.53
9	R-107 Physical Sciences	9.12	3.92	4.44	2.61	8.76	4.03	6.99	3.51	3.50	2.06	6.85	3.53	7.76	3.90
10	R-108 Biol.Sciences	6.12	2.44	3.30	1.90	5.90	2.52	5.27	2.33	2.74	1.59	5.17	2.36	5.52	2.46
11	R-109 Sci. Attitude	5.61	1.98	3.07	1.87	5.41	2.08	5.61	1.97	2.92	1.65	5.50	2.02	5.46	2.06
12	R-110 Aero and Space	4.58	2.37	2.29	1.58	4.41	2.39	2.63	1.63	1.69	1.22	2.59	1.63	3.46	2.22
13	R-111 Elect & Electro.	8.64	4.14	4.30	2.41	8.31	4.20	5.23	2.49	3.63	2.00	5.17	2.49	6.67	3.76
14	R-112 Mechanical	11.38	3.45	6.32	3.30	10.99	3.70	7.10	2.84	4.45	2.44	7.00	2.88	8.91	3.85
15	R-113 Farming	7.53	2.45	4.32	2.53	7.28	2.60	6.73	2.58	3.85	2.22	6.61	2.63	6.93	2.64
16	R-114 Home Economics	7.89	2.86	4.95	2.54	7.66	2.94	11.79	3.36	6.32	2.97	11.57	3.51	9.70	3.79
17	R-115 Sports	7.62	3.05	3.64	2.24	7.31	3.18	5.17	2.45	2.81	1.69	5.08	2.47	6.14	3.04
18	R-131 Art	5.76	2.52	2.74	1.90	5.53	2.60	5.95	2.56	2.62	1.88	5.81	2.62	5.68	2.62
19	R-132 Law	4.50	1.83	2.55	1.45	4.35	1.88	3.95	1.63	2.38	1.44	3.89	1.65	4.11	1.78
20	R-133 Health	5.33	2.11	2.60	1.83	5.12	2.21	5.78	2.00	2.61	1.78	5.65	2.08	5.40	2.16
21	R-134 Engineering	3.02	1.28	1.59	1.14	2.91	1.32	2.39	1.28	1.26	1.06	2.35	1.29	2.62	1.33
22	R-135 Architecture	2.48	1.33	1.56	1.05	2.41	1.33	2.44	1.26	1.51	.98	2.40	1.26	2.40	1.30
23	R-136 Journalism	1.56	.98	.68	.71	1.49	.99	1.55	.97	.66	.77	1.51	.98	1.50	.98
24	R-137 Foreign Travel	2.60	1.32	1.38	1.10	2.51	1.35	2.17	1.29	1.05	.95	2.12	1.30	2.31	1.34
25	R-138 Military	2.33	1.45	1.37	1.18	2.26	1.45	1.76	1.18	1.07	1.02	1.73	1.18	1.98	1.34
26	R-139 Acct,Bus,Sales	4.20	1.87	2.12	1.42	4.04	1.92	4.07	1.87	2.16	1.56	4.00	1.90	4.02	1.91
27	R-140 Pract Knowl.	2.88	1.03	1.36	1.10	2.76	1.11	2.98	.91	1.54	1.07	2.92	.96	2.84	1.04
28	R-141 Clerical	1.38	.84	.68	.68	1.33	.85	1.75	.89	.61	.77	1.70	.92	1.52	.90
29	R-142 Bible	6.64	3.28	3.34	2.02	6.38	3.32	6.76	3.22	3.66	2.12	6.63	3.24	6.51	3.28
30	R-143 Colors	1.08	.86	.84	.77	1.06	.85	1.54	.92	.80	.73	1.51	.92	1.30	.92
31	R-144 Etiquette	.82	.69	.41	.57	.79	.69	1.08	.73	.39	.57	1.05	.74	.92	.73
32	R-145 Hunting	2.09	1.22	1.36	1.07	2.03	1.22	1.05	.92	.85	.75	1.04	.91	1.52	1.18
33	R-146 Fishing	1.04	1.22	.99	.94	1.59	1.22	.98	.90	.81	.75	.97	.90	1.27	1.11
34	R-147 Other Outdr Act.	4.73	1.94	2.21	1.52	4.53	2.03	4.11	1.87	2.08	1.54	4.03	1.90	4.27	1.98
35	R-148 Photography	1.19	.76	.56	.65	1.14	.77	1.24	.68	.52	.57	1.21	.70	1.18	.73
36	R-149 Games	2.41	1.22	1.29	1.02	2.33	1.24	1.98	1.01	1.05	.85	1.94	1.02	2.12	1.15
37	R-150 Theatre & Ballet	3.64	1.69	1.90	1.22	3.51	1.72	4.18	1.74	1.90	1.25	4.09	1.78	3.81	1.78
38	R-151 Foods	1.09	.96	.65	.75	1.06	.96	1.31	1.02	.56	.71	1.28	1.02	1.17	1.00
39	R-152 Miscellaneous	4.67	1.86	2.48	1.66	4.50	1.94	4.31	1.69	2.15	1.30	4.22	1.73	4.36	1.84
40	R-162 Vocabulary II	5.41	2.34	2.42	1.75	5.18	2.43	5.61	2,17	2.45	1.82	5.48	2.24	5.34	2.34
41	R-172 Vocab Tot (I+II)	17.61	5.90	8.36	4.44	16.89	6.30	16.46	5.76	7.36	3.63	16.09	5.96	16.47	6.14
42	R-190 Info I Total	131.79	36.92	70.37	27.28	127.04	39.80	115.69	32.14	63.83	21.17	113.57	33.38	120.01	37.20

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Table V-5 (continued)

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

Vari-able	Test	Boys						Girls							
		Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992		All Cases N=7648	
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
43	R-192 Info. II Total	66.04	20.66	34.66	14.05	63.63	21.89	63.33	18.49	32.24	11.68	62.05	19.28	62.81	20.58
44	R-100 Info. Tot. (I+II)	197.81	56.00	105.02	39.66	190.65	60.25	179.01	49.28	96.06	31.42	175.62	51.39	182.82	56.28
45	R-211 Mem. for Sent.	8.75	3.08	6.41	3.28	8.57	3.16	9.46	3.06	7.03	3.25	9.36	3.11	8.98	3.16
46	R-212 Mem. for Words	10.42	4.99	6.68	3.61	10.13	4.99	11.97	5.55	6.74	3.65	11.75	5.58	10.98	5.37
47	R-220 Disguised Words	13.63	6.67	6.61	3.81	13.09	6.76	14.77	6.91	6.23	4.05	14.42	7.03	13.78	6.93
48	R-231 Spelling	8.17	3.05	4.64	2.49	7.90	3.16	9.47	2.86	5.54	2.75	9.31	2.96	8.63	3.14
49	R-232 Capitalization	28.23	4.89	21.59	7.12	27.72	5.40	29.58	4.11	22.48	7.00	29.29	4.49	28.54	5.01
50	R-233 Punctuation	16.17	4.56	10.24	3.73	15.72	4.77	17.89	4.55	10.95	3.91	17.60	4.73	16.70	4.84
51	R-234 Usage	15.65	3.57	10.98	3.84	15.29	3.80	16.71	3.27	11.37	3.47	16.49	3.44	15.92	3.67
52	R-235 Effective Expr.	7.84	2.59	5.11	2.44	7.63	2.68	8.58	2.25	5.40	2.48	8.45	2.34	8.06	2.54
53	R-230 English Total	76.06	14.57	52.56	15.33	74.26	15.94	82.23	13.31	55.74	15.18	81.14	14.38	77.85	15.53
54	R-240 Word Functions	8.89	5.08	5.04	2.36	8.59	5.03	10.36	5.55	5.06	2.21	10.15	5.56	9.40	5.37
55	R-250 Reading Compre.	27.46	11.20	12.64	7.20	26.32	11.64	28.54	10.50	13.18	6.43	27.92	10.80	27.15	11.24
56	R-260 Creativity	8.42	3.94	4.59	2.74	8.13	4.00	7.80	3.71	4.04	2.24	7.64	3.74	7.87	3.87
57	R-270 Mechanical Reas.	11.93	4.14	7.32	3.51	11.57	4.28	8.30	3.49	4.87	2.34	8.16	3.52	9.79	4.25
58	R-281 Vis. in 2 Dimen.	13.33	5.80	8.91	5.56	12.99	5.90	11.42	5.63	6.13	4.39	11.20	5.68	12.06	5.86
59	R-282 Vis. in 3 Dimen.	8.59	3.37	5.92	2.71	8.38	3.40	7.73	2.97	5.07	2.31	7.62	2.99	7.99	3.22
60	R-290 Abstract Reason.	8.65	3.08	4.80	2.95	8.35	3.24	8.48	3.06	4.32	2.32	8.31	3.14	8.33	3.19
61	R-311 Math I	8.10	3.53	4.22	2.27	7.80	3.60	7.62	3.44	3.67	2.04	7.46	3.49	7.62	3.54
62	R-312 Math II	10.24	4.59	5.31	2.40	9.85	4.65	9.78	4.19	4.90	2.39	9.58	4.24	9.71	4.44
63	R-320 Math I+II	18.34	7.44	9.53	3.74	17.65	7.59	17.40	6.92	8.57	3.54	17.04	7.03	17.33	7.31
64	R-333 Math III	2.94	2.02	2.16	1.68	2.88	2.00	2.58	1.76	1.86	1.46	2.55	1.76	2.71	1.88
65	R-340 Math Tot. I+II+III	21.28	8.63	11.69	4.25	20.53	8.75	19.98	7.83	10.43	4.02	19.59	7.94	20.04	8.35
66	R-410 Arith. Comp.	35.46	9.94	23.66	10.07	34.55	10.44	37.49	10.20	23.11	9.91	36.90	10.57	35.78	10.58
67	R-420 Table Reading	11.39	8.15	6.37	5.90	11.00	8.11	12.17	7.52	7.15	7.44	11.96	7.59	11.50	7.86
68	R-430 Clerical Checkng	34.80	14.96	27.54	13.36	34.23	14.97	38.32	14.57	29.69	16.10	37.97	14.73	36.18	14.96
69	R-440 Object Inspect.	21.84	7.67	16.97	7.28	21.47	7.75	23.03	6.97	17.70	7.75	22.81	7.08	22.17	7.44
70	A-410 Arith. Comp.	39.50	10.71	32.68	15.05	38.98	11.26	40.54	9.98	31.40	14.18	40.17	10.34	39.60	10.80
71	A-420 Table Reading	15.72	12.12	19.00	19.97	15.98	12.92	15.07	9.38	14.79	14.84	15.06	9.66	15.50	11.35
72	A-430 Clerical Checkng	39.69	16.02	37.75	17.92	39.54	16.18	42.28	15.09	37.83	18.35	42.10	15.26	40.87	15.76
73	A-440 Object Inspect.	23.67	7.89	21.24	8.67	23.48	7.98	24.49	7.15	21.56	8.45	24.37	7.23	23.94	7.61
74	F-410 Arith. Comp.	23.30	25.27	-.34	36.87	21.24	27.29	28.32	19.96	- .18	35.62	27.09	21.66	24.29	24.69
75	F-420 Table Reading	7.04	11.92	-.63	15.36	6.01	12.72	9.26	9.58	- .50	13.55	8.86	9.96	7.50	11.46

continued on next page

Table V-5 (continued)

Means and Standard Deviations for 15-Year-Olds* on 111 Project TALENT Scores
(Based on Same Groups as the Correlation Matrices in Tables V-2, V-3, V-4)

Vari-able	Test	Boys						Girls						All Cases N=7648	
		Grades 9-12 N=3373		Non-High-School N=283		Combined N=3656		Grades 9-12 N=3829		Non-High-School N=163		Combined N=3992			
		Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ	Mean	σ
76	F-430 Clerical Checkng	20.10	21.5[illegible]	-.02	26.62	18.30	22.80	26.44	20.06	5.26	25.81	25.58	20.75	22.10	22.05
77	F-440 Object Inspect.	19.94	9.05	12.71	10.68	19.38	9.39	21.43	7.80	13.85	11.06	21.12	8.10	20.29	8.78
78	A-500 Preferences	58.66	26.78	58.13	36.03	58.62	27.60	57.97	22.30	50.32	29.87	57.66	22.71	58.12	25.17
	Student Activities Inventory Scales														
79	R-601 Sociability	5.93	2.91	4.35	2.40	5.81	2.91	7.01	2.92	4.85	2.92	6.92	2.95	6.39	2.98
80	R-602 Soc.Sensitivity	3.80	2.21	2.86	2.00	3.72	2.21	4.95	2.32	3.21	2.17	4.88	2.34	4.33	2.35
81	R-603 Impulsiveness	1.85	1.58	1.94	1.66	1.86	1.59	1.93	1.64	1.66	1.66	1.92	1.65	1.89	1.62
82	R-604 Vigor	3.55	2.08	2.41	1.77	3.46	2.08	3.62	2.13	2.16	1.75	3.56	2.13	3.51	2.11
83	R-605 Calmness	3.74	2.41	2.55	1.89	3.65	2.39	4.11	2.51	2.62	1.95	4.05	2.51	3.86	2.46
84	R-606 Tidiness	4.89	2.71	3.50	2.29	4.79	2.70	5.91	2.71	4.25	2.49	5.84	2.72	5.34	2.76
85	R-607 Culture	4.37	2.26	3.50	2.13	4.30	2.26	5.54	2.27	4.07	2.26	5.48	2.28	4.92	2.35
86	R-608 Leadership	1.16	1.28	1.40	1.28	1.18	1.28	1.29	1.35	1.09	1.04	1.28	1.34	1.23	1.31
87	R-609 Self-Confidence	4.85	2.35	3.59	1.85	4.75	2.34	4.97	2.50	3.96	2.14	4.93	2.49	4.85	2.42
88	R-610 Mature Personal.	10.16	5.14	7.82	4.08	9.98	5.10	10.90	5.13	8.10	4.13	10.79	5.12	10.40	5.13
	Interest Inventory Scales														
89	R-701 Phys. Science	48.42	12.74	49.20	12.14	48.48	12.70	61.06	11.39	58.04	10.72	60.94	11.38	54.98	13.54
90	R-702 Bio.Sci & Med	25.18	7.06	25.64	6.38	25.22	7.01	26.90	7.57	27.89	5.75	26.94	7.50	26.12	7.32
91	R-703 Public Service	35.94	12.28	34.26	11.22	35.81	12.20	41.83	11.71	37.87	10.70	41.67	11.69	38.87	12.29
92	R-704 Lit-Linguistic	53.61	11.63	50.34	11.41	53.36	11.64	49.07	13.29	48.79	10.86	49.06	13.20	51.11	12.66
93	R-705 Social Service	40.55	8.15	37.77	8.53	40.33	8.21	32.14	8.26	33.25	7.50	3[illegible].18	8.23	36.08	9.18
94	R-706 Artistic	23.75	6.02	22.54	5.25	23.66	5.97	21.00	6.61	22.52	5.32	21.06	6.57	22.30	6.42
95	R-707 Musical	18.27	4.92	16.70	4.12	18.15	4.88	16.17	5.46	15.12	4.22	16.13	5.42	17.09	5.26
96	R-708 Sports	19.97	6.88	22.02	6.38	20.13	6.86	25.40	7.12	25.50	5.58	25.40	7.06	22.88	7.45
97	R-709 Outdr Recrea.	7.15	3.01	7.88	2.79	7.21	3.00	10.68	3.26	10.21	2.78	10.66	3.24	9.01	3.57
98	R-710 Bus-Mangmt.	44.22	9.88	42.78	9.93	44.11	9.89	47.53	9.90	44.29	8.81	47.40	9.88	45.83	10.02
99	R-711 Sales	20.22	5.05	19.22	4.96	20.14	5.04	21.94	4.96	20.37	4.42	21.88	4.95	21.05	5.07
100	R-712 Computation	33.91	7.42	32.51	7.57	33.80	7.44	35.04	7.25	33.44	7.04	34.97	7.25	34.41	7.36
101	R-713 Office Work	26.21	5.23	23.20	5.79	25.98	5.34	20.93	5.84	20.48	4.69	20.91	5.80	23.33	6.13
102	R-714 Mech-Tech	48.13	11.36	44.16	10.46	47.82	11.34	64.10	8.89	57.09	9.91	63.81	9.04	56.17	12.96
103	R-715 Skilled Trades	64.50	11.39	58.11	11.91	64.01	11.55	70.46	9.80	64.10	11.75	70.20	9.96	67.24	11.19
104	R-716 Farming	20.98	6.71	19.92	5.64	20.90	6.64	25.41	6.22	24.32	5.18	25.37	6.19	23.23	6.78
105	R-717 Labor	38.82	6.37	33.96	6.95	38.44	6.54	41.46	5.85	36.68	6.58	41.27	5.95	39.92	6.40
	A Priori Composite														
106	C-001 IQ Composite	158.01	54.19	78.83	35.84	151.88	57.07	158.50	52.44	75.82	28.71	155.12	54.21	153.57	55.61
107	C-002 Gen.Acad.Apt.	471.22	123.22	277.43	82.75	456.22	131.22	482.89	114.10	280.64	76.58	474.63	119.69	465.83	125.67
108	C-003 Verbal	105.26	22.32	66.76	19.91	102.28	24.42	109.94	20.83	68.75	18.68	108.26	22.28	105.40	23.52
109	C-004 Quantitative	93.95	39.15	50.04	17.18	90.56	39.68	86.69	35.11	45.02	16.08	84.98	35.51	87.65	37.66
110	C-005 Technical	51.78	16.38	27.98	11.40	49.94	17.27	35.54	11.58	20.88	7.06	34.94	11.79	42.11	16.47
111	C-006 Scientific Apt.	432.59	137.47	226.59	79.81	416.64	144.77	375.19	118.22	195.60	57.20	367.86	121.66	391.18	135.41

*Cases not weighted.

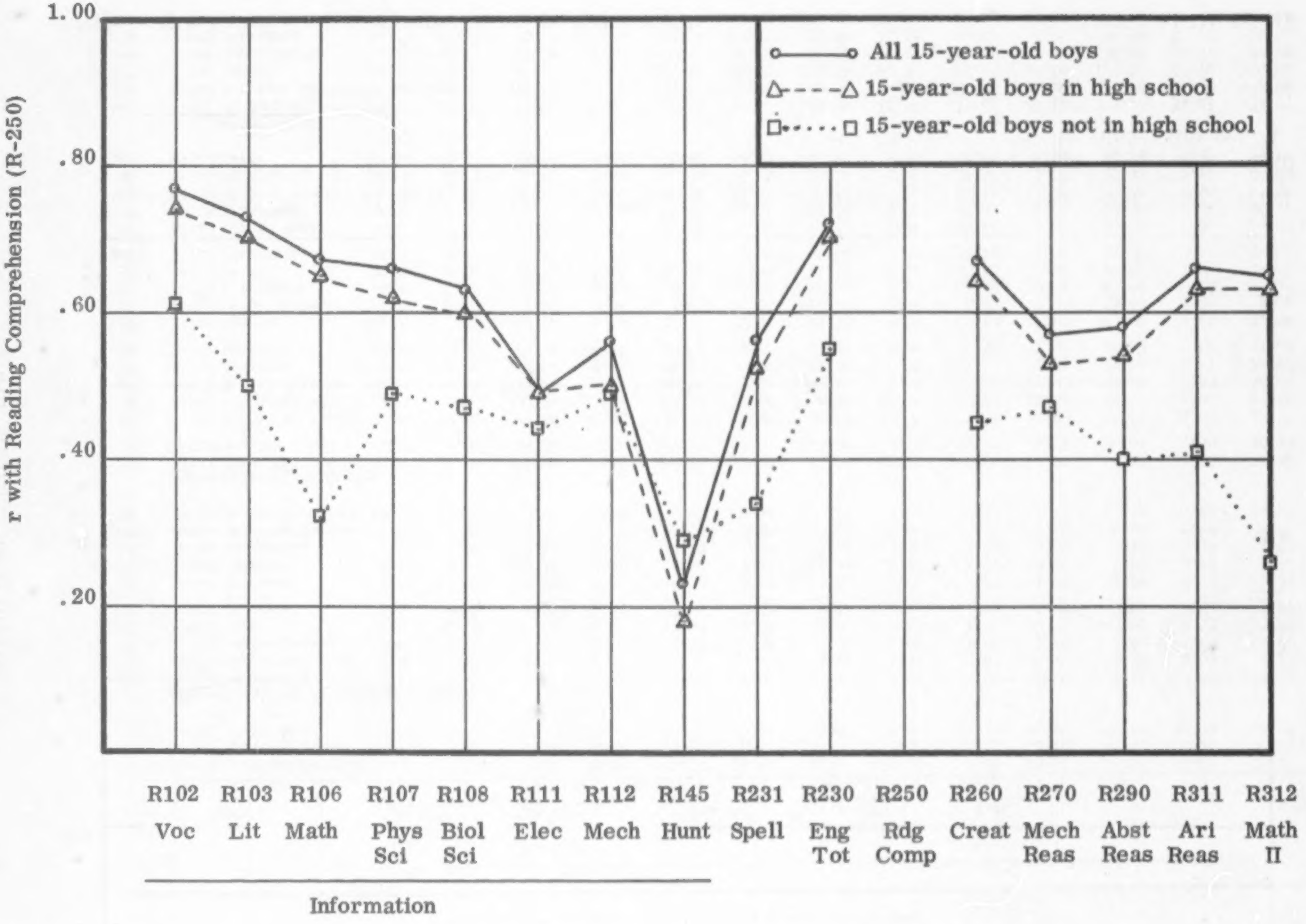

Figure V-1. Correlation of Reading Comprehension (R-250) score with each of 16 other Project Talent Variables: for 15-year-old boys.

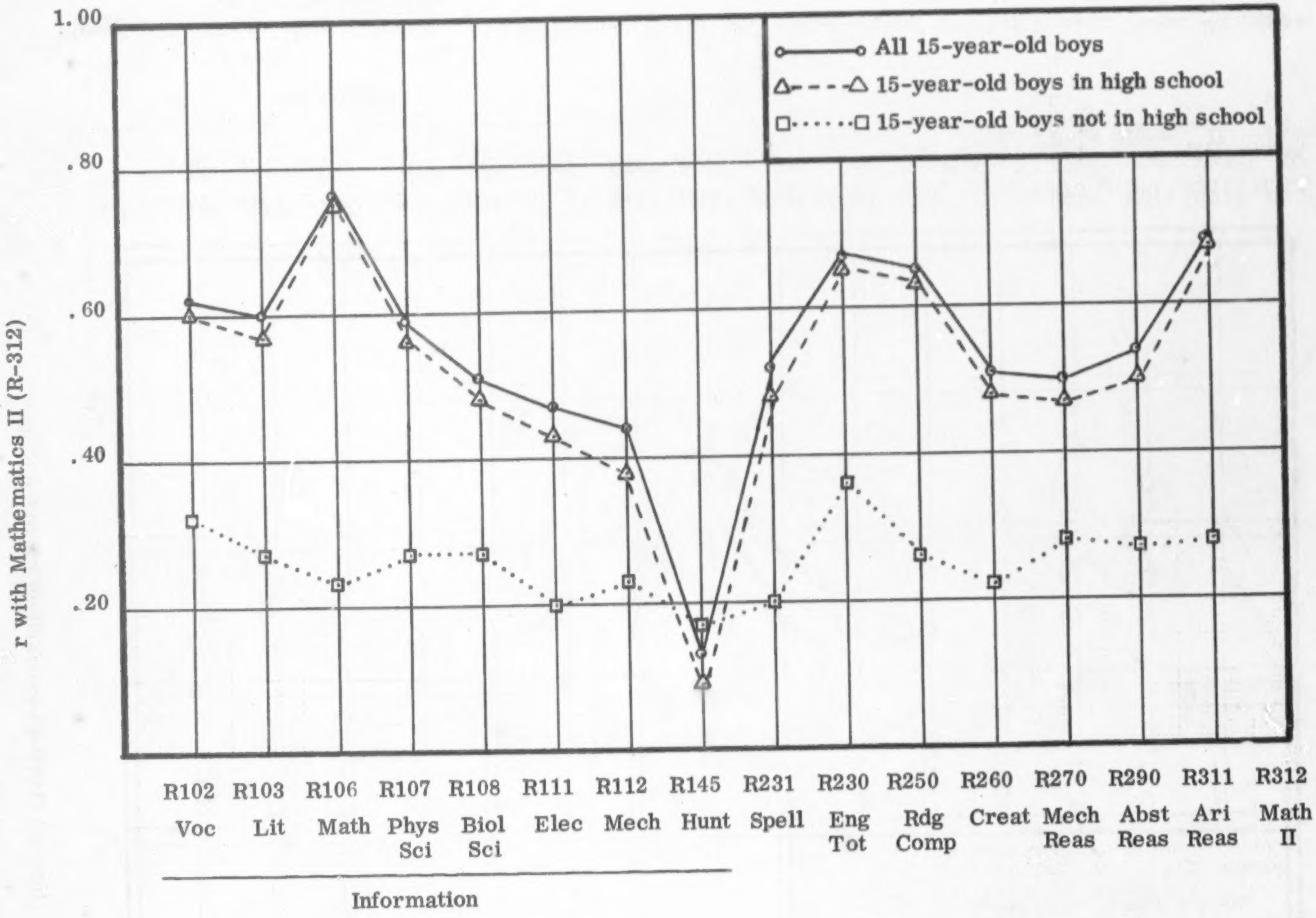

Figure V-2. Correlation of Mathematics Part II (R-312) score with each of 16 other Project Talent Variables: for 15-year-old boys.

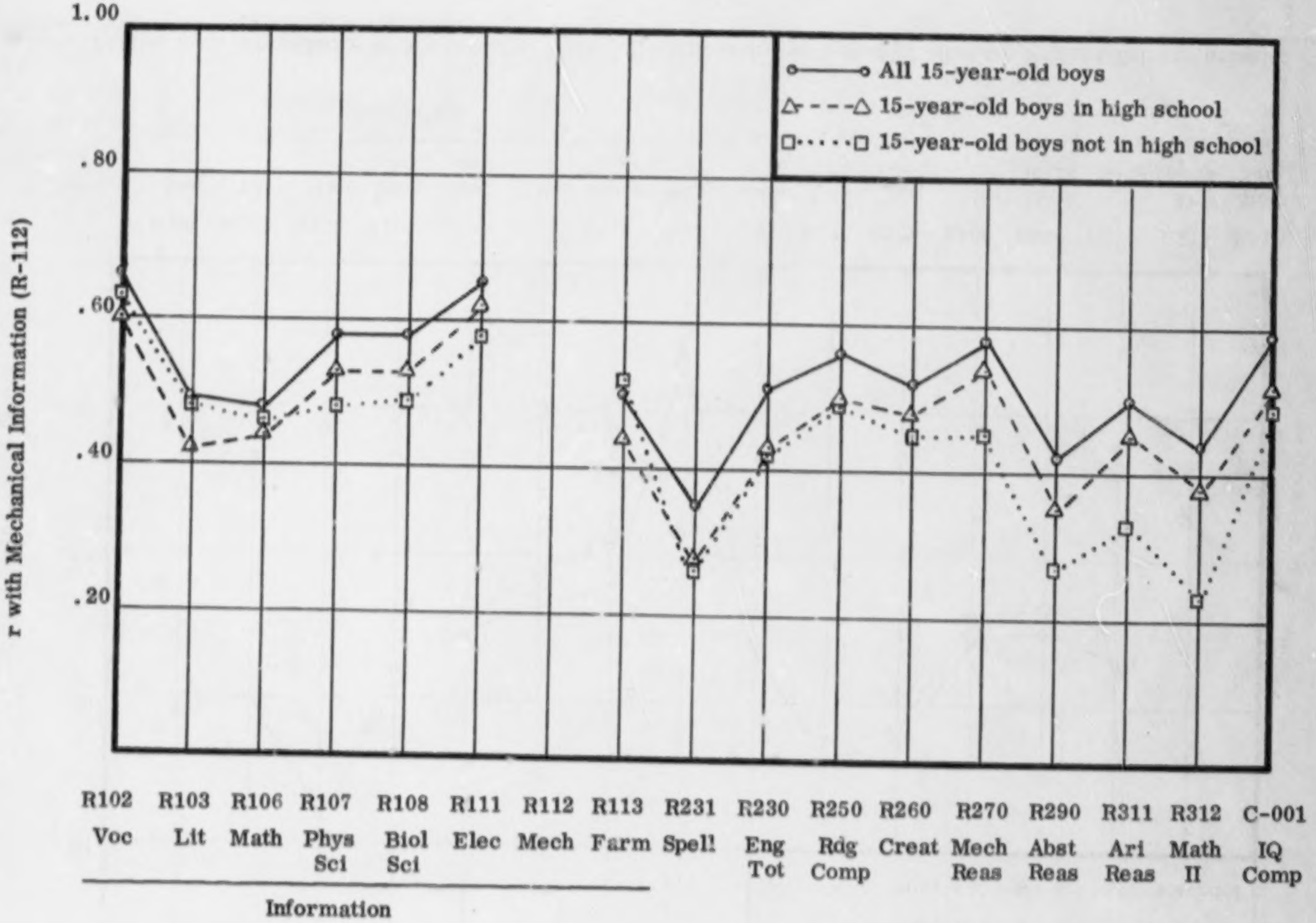

Figure V-3. Correlation of Mechanical Information (R-112) score with each of 17 other Project Talent Variables: for 15-year-old boys.

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but they are not likely to learn Grade 9 mathematics, which is what most of Part II of the Mathematics Test is based on. Thus, since most of the scores on Mathematics Part II for the non-high-school cases are concentrated at the low end of the scale, the range is quite restricted, with a corresponding shrinkage in correlations involving this variable.

Mechanical Information scores, on the other hand, are far less dependent on secondary school instruction than are scores in either Mathematics Part II or Reading Comprehension. Consequently, as is apparent from Figure V-3, there is far less discrepancy between the correlations for high school cases and non-high-school cases when one of the variables correlated is Mechanical Information score than there is for either of the other two measures (Reading Comprehension and Mathematics Part II).

Table V-5 provides data that support this hypothesis as to why the correlations are lower on the whole for the non-high-school group than for the high school students. It is clear from Table V-5, and in accordance with reasonable expectation as well, that the 15-year-olds not in high school score very much lower on the tests than do those students of the same age who are in high school (most of whom are in Grade 10).

C. Normative Data on Test Scores

Appendix C presents percentiles, means, and standard deviations for 52 test variables separately for 15-year-old boys, 15-year-old girls, and all 15-year-olds combined. Means and standard deviations are also presented for an additional 22 variables. These norms in Appendix C are based on all 15-year-olds in the regular sample for Grades 9-12, supplemented by those in the special sample of 15-year-olds not in high school. Weighted distributions were obtained, (using Weight D*) to get an estimate of what the distribution would be for the complete population of 15-year-olds in the United States. It is these weighted distributions that the statistics presented in Appendix C are based on. The 52 variables for which percentiles are presented may be summarized as follows:

Variables	Code Designation for Variable	No. of Scores
Information Part I: scales	R-101 -- R-115	15
Information scales (other)	R-131, R-139, R-142, R-162, R-172	5
Information Part I Total	R-190	1
English Test	R-230 -- R-235	6
Miscellaneous verbal abilities	R-211, R-212, R-220, R-240, R-250	5
Other special aptitudes	R-260, R-270, R-281, R-282, R-290	5
Mathematics Test	R-311, R-312, R-320, R-333, R-340	5
Arithmetic Computation	F-410	1
Tests of perceptual speed and accuracy	F-420, F-430, F-440	3
Speed of decision-making (preferences)	A-500	1
A priori composite scores**	C-001 -- C-005	5
	TOTAL	52

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*Described in Chapter II, Section C

**The *a priori* composite scores that are mentioned in this report are described in Appendix A, Part 4.

Inspection of the norms for these 52 variables not only throws light on the abilities of 15-year-olds but also, quite incidentally, shows that the TALENT battery is useful for this purpose, in that its tests provide adequate "ceiling" and "floor" for the general group, except in the case of those few tests whose special purposes dictate that the ceiling or floor should be appropriate for a special subgroup. These exceptions include the Screening scale of the Information Test, Mathematics Part III, and the Aeronautics and Space scale of the Information Test.

The Screening scale has a very low ceiling because of its special purposes*, which require that all its items be extremely easy, so that almost anyone who is neither mentally retarded nor illiterate would be able to answer all of them correctly. And as is apparent from Table V-5, the Screening scale does meet this standard. The average 15-year-old high school student gets a nearly perfect score while the average score for 15-year-olds not in high school is far lower.

Part III of the Mathematics Test was intended primarily for that somewhat select group of high school students who take college-preparatory mathematics courses beyond the ninth grade. Because of this special purpose the test is useful mostly for this group, and does not have the extremely easy items that would be necessary to differentiate among that unfortunately large segment of the high school population that lacks interest, training, and ability in any mathematics beyond the eighth- or ninth-grade level.

The Aeronautics and Space scale was one of the scales that was expected to be primarily useful for boys and of only negligible importance for the vast majority of girls, who could be surmised to have a massive degree of indifference to the area, and lack of information in it. The data turned out just that way. The scale differentiates effectively among boys at all percentile levels and has enough easy items to distinguish among girls in roughly the top half or two-thirds. (The bottom third of the girls score at just about the chance level.)

D. Relation Between Grade Placement and Performance on Selected Tests.

In Table V-4, which shows the intercorrelations for a 10 per cent sample of the combined 15-year-olds (boys and girls, in school and not in school), the correlations of the various tests with grade placement are revealing, although because most of the 15-year-old students are in either Grade 9 or 10, the variance in grade is quite slight. The following are the variables that have correlations of at least .35 with grade:

(R-101)	Screening
(R-103)	Literature Information
(R-133)	Health Information
(R-190)	Information Part I Total
(R-192)	Information Part II Total
(R-100)	Information I + II Total
(R-230)	English Total
(R-250)	Reading Comprehension
(C-001)	**IQ Composite
(C-002)	**General Academic Composite
(C-003)	**Verbal Composite
(C-006)	**Scientific Aptitude Composite

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*The purposes of the Screening scale are described in *Designing the Study* (Flanagan, et al., op. cit.)

**These are *a priori* composites. They are defined in Appendix A, Part 4.

The highest correlation, .432, is with the Verbal Composite (C-003). This is in line with the observation made in Chapter IV, to the effect that performance in some of the verbal areas (notably Reading Comprehension) is closely related to scholastic acceleration and is also related to scholastic retardation.

Table V-6 shows means and standard deviations on 18 tests for 15-year-olds classified by grade and sex. The 18 test variables in these tables are the same ones that were discussed in Chapter IV. The means and standard deviations for 15-year-old boys, 15-year-old girls, and all 15-year-olds, are shown in Table IV-5, which presents data comparable to that in Table V-6 except that in Table IV-5 the 15-year-olds are not classified by grade. Fifteen-year-old students in different grades are quite different in terms of test performance. In general, the higher the grade the higher the average test score. The gradient is especially steep for the Reading Comprehension and Mathematics Achievement tests.

E. Sex Differences in Patterns of Aptitudes and Abilities

Inspection of the means in Table V-6 and the percentile norms presented in Appendix D makes it apparent that the fact that the girls in a given grade tend to be slightly younger than the boys does not account for all of the difference between boys and girls in regard to mean aptitude level at different grades, although it does probably account for a small portion of the difference.

The point biserial correlations of the various tests with sex (positive r indicating high scores for females, negative r indicating high scores for males) that are shown in Table V-4 for the total group of 15-year-olds are high and sharply structured. They show essentially the same pattern that occurs for any mixed group at the high school and near-high-school levels for these tests. The following correlations, abstracted from Table V-4, are typical:

		r with sex
R-110	Aeronautical and Space (Information)	-.41
R-111	Electricity and Electronics (Information)	-.42
R-112	Mechanics (Information)	-.52
R-114	Home Economics (Information)	.51
R-115	Sports (Information)	-.37
R-104	Colors (Information)	.25
R-145	Hunting (Information)	-.42
R-146	Fishing (Information)	-.28
R-147	Other Outdoor Activities (Information)	-.13
R-270	Mechanical Reasoning	-.40
R-602	Social Sensitivity (S.A.I.)	.24

Table V-6 Estimated* Means and Standard Deviations on 18 Selected Project TALENT Tests For 15-Year-Olds Classified by Grade** and Sex

Test	No.of Items	Sex	Raw Score Mean*						Standard Deviation*					
			Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
R-102 Vocab.Info.Part I	21	M	4.66	6.62	10.75	13.02	14.18	16.24	2.47	3.41	3.99	3.71	4.08	3.51
		F	3.90	5.31	9.47	11.51	12.49	12.16	1.64	2.49	3.86	3.94	4.31	4.26
R-105 Soc.Studies Info.	24	M	4.64	7.48	12.51	15.36	17.29	20.23	2.27	4.35	5.51	5.10	5.22	3.40
		F	4.34	6.46	10.84	12.88	14.70	14.80	2.42	3.56	4.92	4.86	5.37	5.25
R-107 Phy. Sci. Info.	18	M	3.93	4.85	8.38	9.57	10.81	13.55	1.92	2.82	3.81	3.79	4.40	3.79
		F	3.15	3.86	6.70	7.13	7.51	6.70	2.06	2.01	3.46	3.50	4.02	4.23
R-108 Biol. Sci. Info.	11	M	2.62	3.55	5.23	6.71	6.91	7.50	1.78	1.89	2.38	2.29	2.31	1.76
		F	2.64	2.91	4.39	5.74	5.92	5.41	1.31	1.65	2.18	2.25	2.26	2.63
R-111 Elec. Info.	20	M	3.88	4.63	7.87	9.09	9.92	11.59	1.79	2.60	3.94	4.12	4.61	4.62
		F	2.79	4.09	5.14	5.36	5.27	5.61	1.52	2.03	2.57	2.49	2.60	2.77
R-112 Med. Info.	19	M	5.08	7.12	10.38	11.93	12.01	12.65	2.56	3.38	3.64	3.27	3.32	3.02
		F	3.54	5.03	6.65	7.48	7.48	6.18	2.13	2.59	2.81	2.86	2.94	3.23
R-114 Home Ec. Info.	21	M	4.12	5.28	7.22	8.33	8.71	9.50	2.30	2.53	2.84	2.84	2.86	2.42
		F	6.15	6.66	10.96	12.32	12.32	10.76	2.81	2.99	3.46	3.25	3.30	3.40
R-115 Sports Info.	14	M	2.92	4.05	6.72	8.21	8.63	10.15	1.61	2.35	2.98	2.89	3.07	2.56
		F	2.54	3.23	4.61	5.52	5.34	4.86	1.29	1.88	2.34	2.40	2.48	2.50
R-190 Info.Part I Total	252	M	59.82	76.33	116.90	140.36	152.92	175.86	18.42	28.65	36.28	34.57	39.96	32.54
		F	56.62	69.43	104.35	121.29	128.87	123.27	19.35	21.35	30.99	31.14	36.39	41.82
R-230 English Total	113	M	50.95	53.71	70.62	79.20	82.92	93.02	12.59	15.79	***	***	14.82	10.75
		F	54.91	57.44	77.36	84.42	87.61	88.33	12.48	15.57	***	***	12.63	12.26
R-250 Rdg. Comprehension	48	M	10.21	13.44	23.34	29.92	33.38	40.86	4.77	7.64	10.82	10.41	10.71	6.14
		F	11.63	14.20	24.70	30.40	33.39	31.57	5.23	6.95	10.30	9.82	10.52	11.57
R-260 Creativity	20	M	4.78	4.94	7.40	9.08	10.08	11.36	2.14	2.92	3.77	3.99	4.36	4.69
		F	3.72	4.33	6.91	8.23	8.75	8.48	1.52	2.41	3.47	3.63	4.02	4.64
R-270 Mech. Reasoning	20	M	6.36	7.71	11.16	12.55	12.63	14.20	2.92	3.55	4.08	3.97	4.27	3.90
		F	4.74	5.22	7.64	8.58	8.62	8.21	2.27	2.38	3.35	3.49	3.61	4.13
R-282 Vis. in 3 Dimen.	16	M	6.14	6.14	8.08	9.04	9.26	10.55	3.16	2.78	3.28	3.33	3.30	3.73
		F	5.35	5.05	7.24	7.99	8.00	7.77	2.27	2.19	2.88	3.00	3.13	3.20
R-290 Abstract Reas.	15	M	4.70	5.11	7.96	9.15	9.68	10.83	3.46	2.99	3.15	2.87	3.02	2.54
		F	4.72	4.49	7.67	8.81	9.25	8.97	2.00	2.47	3.17	2.93	2.97	3.64
R-311 Math I	16	M	4.29	4.43	7.10	8.68	9.60	12.09	1.84	2.46	3.36	3.40	3.68	2.76
		F	3.21	3.99	6.70	7.96	8.61	8.85	1.81	2.14	3.26	3.38	3.68	3.36
R-312 Math II	24	M	5.78	5.53	8.82	11.00	13.22	17.08	2.56	2.44	4.00	4.56	5.81	5.90
		F	4.78	5.10	8.79	10.23	11.24	12.27	2.23	2.48	3.81	4.21	5.31	5.97
F-410 Arith.Computation	72	M	12.54	3.00	18.60	26.25	29.58	36.89	48.30	35.78	***	***	19.95	13.00
		F	12.05	.14	24.99	30.40	31.60	29.21	53.08	32.36	***	***	***	22.40

Note:- The numbers of cases on which the means and standard deviations in this table are based are shown in Table V-1.

*These estimates are weighted means and standard deviations based on all 15-year-olds in the Project TALENT probability sample. Weight D (described in Chapter II, Section C) was used, so that the resultant means and standard deviations are estimates of what they would be for corresponding segments of the total 15-year-old population.

**The means and standard deviations for 15-year-olds in Grade 6 and below and for those not in school are omitted from this table because the numbers of cases are too small.

***Data not available.

Several of the Interest Inventory scales have appreciable correlations with sex. For instance:

		r with sex*
R-701	Physical Science Interest	-.46
R-705	Social Service Interest	.44
R-708	Sports Interest	-.35
R-709	Outdoor Recreation Interest	-.48
R-713	Office Work Interest	.41
R-714	Mechanical-Technical Interest	-.62

The correlation for Mechanical-Technical Interest (r= -.62) is the highest correlation with sex found in the entire matrix. Among the six composite scores, only one--the Technical composite (C-005)--correlated over .20 with sex. Its correlation was -.46, indicating higher scores for the boys.

F. Student Background Factors

For 100 items in the Student Information Blank, weighted percentage distributions of responses by grade and sex for all 15-year-old students in the Project TALENT probability sample are presented in Appendix D. Weight D was used, so that the resultant distributions are approximations of the percentage distributions for corresponding segments of the national population of 15-year-olds. The 100 SIB items are ones that were selected because results for them in prior analyses made further analysis appear worthwhile.

The Student Information Blank was designed for high school students. Therefore poor readers, seriously below Grade 9 level in reading comprehension, may be giving invalid responses in some cases. Examination of the patterns of results on the various items, however, indicates that the proportion of random-appearing responses is fairly small even for those below Grade 8 or not in school. For example, very few of them indicated that their fathers were in white collar occupations. Thus, while the substantial positive correlations of the test scores of the 15-year-olds with their grade placement may account for a part of the correlation between Student Information Blank responses and grade placement, it seems probable that they do not account for all of it.

Much, though not all, of the discussion that follows is based on the assumption that grade placement of students who are all the same age (e.g., 15) is correlated to some degree with their scholastic performance. The data of Chapter IV support this assumption. It is recognized, of course, that the correlation is far from perfect. The relationship is attenuated by the effects of the "100-per-cent-promotion" policy that has been in effect in some school systems, "social promotions", the prevalence of a policy against the acceleration of bright students, wide differences among schools in type of student body, and consequently in standards, and other factors which have tended to increase the homogeneity in chronological age within a grade, by making the group more heterogeneous in achievement level. The fact that schools differ widely in the extent to which these resistances to grade placement strictly on the basis of achievement prevail serves only to complicate the situation. But despite this recognized defect of grade placement as an index of achievement level, and thus, indirectly as an index of scholastic ability level of 15-year-olds, there is still sufficient correlation between achievement level and grade placement that the latter has considerable utility as an index of the former. This being the case, when the relation of grade placement to responses to a particular SIB item is examined, implicit in the discussion that follows is the assumption that whatever relationship is found is quite likely to be a useful, though somewhat attenuated, indication of the correlation between the SIB responses and scholastic achievement level.

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*Note that the signs of these correlations are the opposite of those in Table V-4. The signs in Tables V-2 to V-4 are misleading for the Interest Inventory variables because in the computation of these correlations the Interest Inventory scales were oriented backwards (high scores representing lack of interest).

1. Reading activities and study habits

There appears to be little relation between number of books reported to have been read (SIB Item 56) and grade placement of the 15-year-olds. The girls, particularly those in high school, report reading more books than do the boys. But the modal response for both boys and girls is still only one to five books per year. This is true at all grade levels.

Responses to some of the SIB items on study habits also show a relationship in the expected direction, though a slight one, with grade placement.

Among these items showing a relationship to grade placement are the following ones (for which the options range from "Almost always" to "Almost never"):

66. I have a difficult time expressing myself in written reports, examinations, and assignments.

70. I seem to accomplish very little compared to the amount of time I spend studying.

77. My teachers have criticized me for turning in a sloppy assignment.

81. I get behind in my school assignments.

82. My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar, or punctuation.

2. Course grades

The students' reports of their grades (Items 106-113) also show some relationship to grade placement, at the high school level (Grades 9-12). The magnitude of the relationship is greater in the academic areas than in vocational courses. However in most areas the relationship between grade placement and self-report of grades received seems to break down below Grade 9. The students in Grade 8 and below report grades that are about as high as those reported by the Grade 9 students.

3. Health and related factors

In regard to the student's usual health in the past three years (Item 243), there is a tendency for those in the higher grades to report better health. They also tend to report slightly less illness during the previous year (Item 241). Responses to questions on eyesight (Items 248-250) show no relationship to grade placement. However, there may be some sex differences in the responses to these questions. Wearing glasses at all times (Item 248) is reported by a few per cent more girls than boys. Wearing glasses for special purposes (Item 250) is reported by far more girls than boys (27 per cent and 31 per cent of ninth- and tenth-grade girls respectively, and only 17 per cent and 18 per cent, respectively of the boys). Furthermore, fewer boys reported having any trouble seeing at a distance (Item 249) than girls. The percentages of Grade 9 and Grade 10 students reporting this difficulty were 35 per cent and 36 per cent respectively for girls, and only 22 per cent and 23 per cent for boys.

In response to Item 255 ("Is your speech easily understood?"), the higher the grade placement the more likely the student is to answer affirmatively. There seems to be quite a marked relationship (not necessarily causal) between speech handicaps and academic retardation.

4. Family and home background

Responses to the SIB items on the value of the home (Items 171-172) do not show much relationship to grade placement, nor do the responses to items on family income (Items 173-174). About 40 per cent of the students either say that they are unable to estimate the family income or omit the item. Neither the item on the value of the home nor the one on family income seems to be particularly useful as a socio-economic variable. However, responses to the item on occupation of the father (Item 206) show a pronounced relationship to grade placement, as do the responses to the items on education of the father (Item 218) and education of the mother (Item 219). It would appear that father's occupation plus mother's education would give a very satisfactory index of socio-economic status, and that it would not be necessary to use any other items to supplement these two for that purpose. Likewise, father's occupation by itself has been found to be very useful as a socio-economic indicator. Responses to some of the items on articles in the home (Items 191, 193) also show a definite relationship to grade placement.

It appears from the responses to Item 220 that a considerably larger proportion of the 15-year-olds in high school come from homes not broken by divorce, or by death of a parent, than do those still in elementary school or those not in school at all.

Number of children in the family (Item 221) is negatively correlated with grade placement, as is number of people living in the home (Item 226).

5. Plans for education

Two items (Items 297 and 304) provide information on whether the student expects to graduate from high school. Item 297 asks, "Do you think you will quit high school before you graduate?" and Item 304, which asks "What is the greatest amount of education you expect to have...?" has as Option 1, "I don't expect to finish high school". Responses to both items show a relationship, in the expected direction, to grade placement. The percentages of students that expect not to graduate are quite small for the 15-year-olds in Grade 9 or above, but they take a big jump for the students in Grade 8 and below. As has been shown in other of the analyses, there is very little dropout among those who are within the normal two-year age span for the grade or are younger. Most of the dropouts are those who are old for their grade. The dropout expectation for those 15-year-olds who are in Grade 8 or lower is far higher than for those who are in high school. As one 15-year-old girl in the eighth grade wrote in her theme on "What High School Means to Me": "It doesn't mean very much because I am afraid I will never get there."

Responses to Item 301, which is concerned with whether the student plans to attend college, show a definite relationship to grade placement. This relationship is greatly sharpened by Item 302, which differentiates between plans to attend a four-year college and plans to attend junior college. For four-year college there is a very close relationship to grade placement, while for junior college the relationship is virtually non-existent for girls and actually negative for boys, since the proportion of eighth-grade 15-year-olds who say they are likely to go to junior college is about twice as great as the proportion in Grade 9 and above.

For Item 303 ("When do you plan to start college?"), choice of Option 2 ("...right after high school") shows a pronounced positive correlation with grade placement, both for boys and for girls. The other options, e.g., Option 1 ("I don't plan to go..."), Option 4 ("...after I have worked a few years"), Option 5 ("...my plans are not definite"), and Option 3 ("...after completing military service") show a negative relation to grade placement.

Item 304, like the other items on educational plans, shows that the higher the grade placement of the 15-year-olds the more education they tend to expect to have. Furthermore, the higher the grade placement of the 15-year-old, the more willing he is to borrow money to go to college (Item 306). Item 337 asks how much education the parents want the student to have. Responses to this item correlate fairly well with grade placement for the boys, but not for the girls. When the distribution of responses to this item is compared with that for Item 304, which asks the student how much education he expects to have, it is seen that more students expect to drop out of high school without graduating than report they have parents who do not care whether they stay in school or not. Likewise, fewer students expect to graduate from college than say they have parents who want them to. But more students plan to get graduate degrees than have parents who expect them to. Nevertheless, there is some degree of correspondence between the expectations of the parents and the expectations of the students.

6. Occupational plans and related educational plans

Responses to the items on occupational and educational plans (Items 210-212) indicate high relationships in many areas to grade placement. For instance, planning to major in education and planning to be a teacher are positively correlated with grade placement for girls but not for boys. Apparently, teaching tends to attract the brighter girls but just average boys. Furthermore, far fewer boys than girls express an interest in this area. The boys above modal grade for age tend mostly to plan to go into engineering, physical science, medicine, and law (Item 211). Engineering, unlike the other professions, is a popular goal among 15-year-old boys at all grade levels.

Responses to the item on type of college the student plans to attend (Item 237) show considerable relationship to grade placement. As would be expected, choice of Option 1, "I do not expect to go to college", is negatively related to grade placement, as is choice of Option 9, "I have no plans regarding the type of college I will attend". The attractiveness of teachers colleges to boys is negatively related to their grade placement, but it is positively related to the grade placement of girls. This is in line with the previously mentioned findings about the attractiveness of teaching as a profession to the brighter girls and its lack of attractiveness to the brighter boys. Boys in Grades 9 and 10 heavily prefer engineering college to liberal arts college, whereas almost as many of the Grade 11 15-year-olds lean towards liberal arts college as towards engineering college, and those in Grade 12 heavily prefer liberal arts college to engineering college. The same pattern is true regarding university versus a liberal arts college. The type of college most favored by boys in Grades 9 and 10 is engineering college. "University" is the choice favored (by a small margin) by those in Grade 11, and liberal arts college is overwhelmingly the most popular choice for those in Grade 12.

Among the girls, the most popular responses for the 15-year-olds in Grade 9 are "some other type of college" or "no plans regarding type"; for those in Grade 10, "some other type of college"; for

Grade 11, "university"; and for Grade 12, the modal response of the girls, like that of the boys, is "liberal arts college".

Agricultural college and colleges specializing in fine arts or music show negative relationships with grade placement. It is the liberal arts college that has the most positive pronounced relationship for the boys. Choice of engineering college also positively correlated with grade placement, but the relationship is far less pronounced. If Options 4, 5, and 7 (engineering college, liberal arts college, and university) are combined, the gradient representing the relationship with grade placement is very steep indeed. For boys it ranges from 26.3 per cent in the eighth grade to 71.5 per cent in the twelfth grade. For girls it is slightly less pronounced, since engineering school draws fewer girls.

7. Plans for military service

Item 232 asks the boys what they expect to do about military service, and then gives a choice of 12 options. Three-fourths of the 15-year-old boys indicate they have made up their minds on this question. Of this group, boys in the two modal grades favor enlisting right after high school, with a greater tendency towards this choice among the ninth-graders than the tenth-graders. A little over ten per cent of them say that they would work for a commission through a college program. The next largest group favors enlisting right after college. Students in the higher grades seem almost as likely to say they plan to enlist as those in lower grades. The chief differences are that a greater proportion in the higher grades than in the lower grades plan to enlist later, after college. It is interesting to note that the experience of the armed forces has been that these students rarely enlist after college, but instead are either voluntarily inducted when drafting is imminent, or are drafted. Presumably, those boys in the sixth, seventh, and eighth grades who answered this question with "Never serve because I am a girl" did not understand the question, or did not read beyond the first two words.

Item 235 asks "In which branch of the service do you expect to serve?" There is a slight tendency for the Army to be more popular with 15-year-olds in the higher grades than with those in lower grades. For the Marine Corps, the trend is reversed. For the Air Force and Navy, the relationship with grade placement is less clear. At all high school grade levels (Grades 9-12), however, Army, Navy, and Air Force all seem to outstrip the Marine Corps in popularity among 15-year-olds. Items 342-346 use a different approach in determining the relative popularity of the various branches of the armed forces. On the basis of the resultant means, the Air Force appears to be most popular, although its margin over the Navy is not large.

The girls' choices for Item 235, outside the two "I do not expect to serve..." options, do not exceed 15 per cent, except below the ninth grade. The most popular choice among the 15-year-old high school girls is the Navy, by a rather slight margin over the Air Force.

As far as motivation of the boys for a permanent military career is concerned, it appears to be negatively related to grade placement. This is indicated by the responses to Items 339 and 340. The modal response of the boys to Item 339 at all high school grade levels (Grades 9-12) was "Dislike very much", and the higher the grade placement the larger the percentage making this choice.

8. Other plans and expectations: marital, financial, etc.

Responses to Item 238 indicate, not too surprisingly, that the boys expect to marry at a later age than do the girls. The number of children expected (Item 362) does not bear much relationship to grade placement, but the girls apparently expect more children, on the average, than the boys do.

SIB Item 239 asks boys and girls how much money per year they would expect to be earning 20 years after graduating from high school. Responses to this question involving expected earnings are affected by most high school students' lack of actual experience with salaries. The same factors that cause lack of ability to estimate family income (Item 173) also result in some unrealistic response here. The lack of familiarity with income is reflected in the numbers of omits on Items 239 and 240, which run from 23 per cent and 22 per cent for ninth-grade boys and girls respectively, to 12 per cent and 22 per cent for 12th grade boys and girls respectively. However, the boys' means on Item 239 (expected earnings) do seem to have a slight positive correlation with grade placement. The relationship is most noticeable in the case of Option 11 ("$25,000 or more") and Option 1 ("$2,500 or less"). Choice of Option 11 is positively related to grade placement in the case of boys, apart from the fact that it is the very unrealistic modal response of the small group of boys in Grade 6 and below. Choice of Option 1 is negatively related to grade placement, in the case of the boys. For the girls, the picture is somewhat less clear cut, because of the substantial proportion of girls at all grade levels who expect to be housewives and therefore choose Option 1 ("$2,500 or less").

The same observations apply to Item 240, "[What] is the least amount of earnings that would satisfy you...?" as far as the unrealisticness of estimates of income is concerned. Both boys and girls in high school give a lower estimate for amount of earnings that would be satisfactory than for expected earnings.

Both boys and girls set their sights lower than their expectations. The level of financial success they say they hope to achieve (Item 363) is not as high as that they expect to achieve (Item 364). Both boys and girls regard it as important for the head of a family to have life insurance (Item 365). The degree of importance attached to it is correlated with grade placement, especially in the case of the boys. Also correlated with grade placement are the amounts that the boys expect to invest in life insurance (Item 366) and in savings accounts (Item 367). Plans for investing in stocks and bonds (Item 368) show no gradient with grade placement, and for real estate investments other than one's own home (Item 369), the correlation with grade placement appears to be negative. This is probably an artifact, however, due to the fact that the boys in the higher grades plan to put a smaller percentage of their savings in real estate than in certain other forms of investment, whereas the boys at the lower grade levels may be less capable of these niceties of distinction, and therefore tend to mark roughly the same option (e.g., "up to an amount equal to three months' salary") for all items in this series (Items 367-369).

Students in the higher grades expect that the ratio of their cash purchases to their credit purchases will be higher than do students in the lower grades (Item 370). This is particularly true in the case of the boys. Boys at the higher grade levels also report saving slightly more of their income than do boys at the lower grade levels (Item 371). No such gradient is apparent for the girls. Neither the boys nor the girls appear to expect to change their present practices on savings during the first five years after they start to earn a living (Item 372). For both boys and girls, the typical response to both Item 371 (amount being saved) and Item 372 (expected policy on savings) appears to be about halfway between "I [expect to] save a definite amount and spend whatever remains", and "I [expect to] save whatever remains after I have bought most of the things I want".

In regard to the purposes of saving currently (Item 373) and after completing their education (Item 374), current savings are reported to be mostly for college or a car in the case of the boys, and for college in the case of the girls, while future savings are expected to be mostly for marriage and family, in the case of both boys and girls.

9. Attitudes and values

Items 350-361 seek to find out what job features are regarded as most important. Thus the responses throw some light on the students' attitudes and values. Most of the job features that are investigated in these items (e.g., good pay, job security, work that seems important, interesting work, freedom to make one's own decisions, opportunity for advancement, congenial co-workers, good supervisor) turn out to be regarded as of considerable importance, e.g., somewhere between Option 3 ("Important") and Option 2 ("Very Important"). Not too surprisingly, major differences are apparent between the boys' attitudes and the girls' in regard to the relative importance of various desirable features. These differences are undoubtedly due, at least partly, to the fact that many girls regard a job not as a career or as a necessity, but rather as a fill-in before marriage; as a way of supplementing a husband's income after marriage, in order to raise the standard of living; or as a way of passing time more enjoyably and profitably than in housework. Girls seem to place a somewhat higher value on congenial co-workers (Item 355) than boys do, although the evidence is not clear on this point, since Item 360, which also deals with co-workers shows no marked difference between the attitudes of boys and girls in this respect. Size of pay check (Items 350, 356) seems slightly more important to the boys than to the girls, and job security (Item 351) seems markedly more important, when just those students in Grade 10 and above are considered. The girls, like the boys, place considerable value on work that seems important (Items 352, 358). The value placed on the following job features shows a much closer relationship with grade placement in the case of the boys, than in the case of the girls:

Interesting work	(Item 357)
Job security	(Item 351)
Freedom to make decisions	(Item 353)
Work that seems important	(Item 352)
Opportunity for advancement	(Item 354)

For girls, as for boys, the value placed on work that seems important (Item 352) is positively correlated with grade placement, though to a lesser degree.

G. Summary and Conclusions

1. Relation of grade placement of 15-year-olds to their scholastic achievement level

Among the total group of 15-year-olds in the United States, scores on almost every test in the TALENT battery show a clear and sharp gradient with respect to grade placement. This gradient, which starts with the Grade 12 students at the top, and runs downward to those in Grade 6 and below, and to the 15-year-olds not in school at all, is particularly pronounced in the case of reading level, mathematics achievement, achievement in other academic areas, and academic interests.

Thus, in the case of students who are all the same age (e.g., 15), grade placement has considerable utility as an indirect index of scholastic achievement level. This relationship between grade placement and scholastic achievement has somehow managed to survive despite the attenuating effects of all the policies designed to make the grade groups very homogeneous with respect to age that have been imposed in many schools--e.g., 100 per cent promotion, social promotion, no acceleration--and despite the wide differences among schools in type of student body and consequently in standards. All these factors have operated in the direction of making the students in a grade more heterogeneous in scholastic achievement and thus have definitely reduced the relationship of grade placement to achievement level--but the relationship still exists, and is still sizable.

In order to utilize grade placement effectively as an index of scholastic achievement, the student's grade placement must be considered in relation to his age. Reference back to the data of Chapter IV makes this apparent; performance of the 14-year-old ninth-grader in most scholastic areas is vastly better than the performance of the 16-year-old ninth-grader.

2. Eighth-grade 15-year-olds versus ninth-grade 15-year-olds

There is a particularly large difference (in test scores and other factors) between the 15-year-olds still in Grade 8 and those in Grade 9. This is probably because nearly all those in Grade 8 have failed one year or more, while those in Grade 9 are for the most part late starters in the first grade, who have never failed a grade.

3. Background factors related to scholastic achievement level

The following are among the many factors that have been found to have a substantial relationship to the grade placement of the 15-year-old, and thus are tentatively inferred to have a relation to his scholastic achievement level.

a. Father's occupation, father's education, and mother's education.

b. Plans to complete high school. However the relationship is noticeable primarily at the ninth-grade and below. (Hardly any of the 15-year-olds in Grade 10 or above indicate they expect to become dropouts.)

c. Plans to go to a four-year college (rather than a junior college); plans to get graduate degrees; plans to start college right after high school (rather than postponing it to work for a while or to complete military service); plans to go to a liberal arts college, as opposed to an engineering college. (On this type-of-college-planned scale, which is related to grade placement of 15-year-olds, "university" is about midway between liberal arts college and engineering college.)

d. Plans to prepare for and enter any of the following occupational fields: physical science, medicine, law, engineering. Plans to become a teacher are positively correlated with grade placement among 15-year-old girls, but the correlation is negative for boys.

e. Plans for military service. (Boys at the higher grade levels express a preference for postponing completion of their military obligation until they have graduated from college; boys at the ninth-grade level are more likely to plan to enlist right after high school.) Interest in a permanent military career is negatively related to grade placement.

f. Economic plans and expectations: willingness to save money; expected ratio of cash purchases to credit purchases; degree of importance attached to having life insurance; expected income; proportion of income expected to be saved (and particularly the proportion to be put into life insurance or a savings account). It should be noted that the relationship of practically all of the above factors to grade placement occurs primarily for the boys; for the girls the relationships are non-existent, or at best very slight.

g. Value the student places on the following job characteristics: job security, opportunity for advancement, freedom to make decisions, interesting work, work that seems important. For most of these factors, like those discussed under the heading "economic plans and expectations", there is a much closer relationship to grade placement for the boys than for the girls. In fact hardly any of these factors except value attached to "work that seems important" has more than a negligible relationship to grade placement for the girls.

4. Sex differences in test scores

Normative data obtained in the present study has tended to confirm, and has also augmented, the findings of previous research in regard to differential aptitude and achievement patterns of boys and girls.

Of particular noteworthiness is the fact that very pronounced differences are found between boys' means and girls' means in many areas of information; the boys are better informed in some areas and the girls in others. Not only are many of the differences quite large, but, being based on large and carefully established samples, they are also very stable, and indicative of real population differences. It seems clear that these differences in information profile reflect differing interest patterns. Evidence to this effect is provided by the fact that differences in information scores are accompanied by corresponding differences in scores on the Interest Inventory scales.

Boys score considerably higher than girls, on the average, in technical information (information about aeronautics and space, electricity and electronics, mechanics, and engineering), in scientific information, and in the vocabulary of mathematics. They also score much higher than girls in information about sports and various outdoor activities (hunting and fishing in particular). Moreover boys appear to know a little more about social studies, law, and things military. Girls, of course, know more about home economics. They also apparently have more information about music and art (particularly the former), theater and ballet, and names of colors. They know more about clerical practices, a fact which is entirely compatible with the fact that they score considerably higher than boys on the "Office Work Interest" scale of the Interest Inventory. Also compatible with some of the sex differences in information that have been mentioned above are the higher scores of the boys on the following Interest Inventory scales: Mechanical-Technical Interest, Physical Science Interest, Outdoor Recreation Interest, Sports Interest.

In areas other than information and interests, marked differences are also noted. Boys score somewhat higher than girls, on the average, on the Creativity Test, Mechanical Reasoning, Visualization in Two Dimensions, and Visualization in Three Dimensions; also on the Mathematics Test.

Girls, on the other hand, score higher than boys in English, reading comprehension, and most of the other strictly verbal skills. They also do better on rote memorization tests (Memory for Words and Memory for Sentences) and on the various tests of speed and accuracy (for instance, Arithmetic Computation, Clerical Checking, Table Reading, and Object Inspection).

Of particular interest is the fact that boys and girls turn out to be about equal in the Abstract Reasoning Test. This serves to confirm the utility of that test as a control variable, a purpose for which it is being used quite extensively in Project TALENT data analyses.

Chapter VI. SUMMARY AND CONCLUSIONS

A. Summary of Procedure

1. Sample selection and data collection

A probability sample of all 15-year-olds in the United States was established. This sample consisted of roughly four and one-half per cent of all 15-year-olds in Grades 9-12 and slightly less than one-half of one per cent of all other 15-year-olds. The Grade 9-12 segment of the sample was tested as part of the regular Project TALENT testing. A concerted effort was made to locate all members of the other segment, test them if possible, and if they were not in school, to find out at what point in their school careers they had dropped out, and why. A special questionnaire, the "Student Information Blank Supplement" (SIB Supplement), was used to elicit this information and other salient facts about the dropouts.

2. Analysis of data

Appropriate analyses (summarized briefly below) were carried out for the following groups:

a. The sample of 15-year-olds as a whole. Most of the analyses in this category were done for 15-year-olds classified by grade and sex, as well as for the total group.

b. The 15-year-olds not attending school.

c. The regular Project TALENT sample. For most of these analyses the students were classified by age, grade, and sex.

In brief, the data analyses were as follows:

a. For the sample of 15-year-olds.

   1) Percentile norms were established for 15-year-old boys, 15-year-old girls, and the total 15-year-old population, for 52 test score variables.

   2) Corresponding means and standard deviations were obtained for the same 52 variables and also for 22 additional variables.

3) Intercorrelations based on a ten per cent subsample were obtained among 111 score variables, for 15-year-old boys in high school (Grades 9-12), for 15-year-old boys not in high school, and for 15-year-old boys in general; also for the corresponding three categories of 15-year-old girls; also for 15-year-old boys and girls combined.

4) Distributions of responses to 100 SIB items and scores on 18 test variables were obtained, jointly by grade and sex (with the dropout group arbitrarily treated as a "grade"). Along with the distributions, means and standard deviations were also obtained.

b. For the 15-year-olds not attending school.

1) An effort was made to determine whether very many 15-year-olds have dropped out of school, and how many of them might have been able to graduate from high school had they not dropped out.

2) Special analyses of the responses to the SIB Supplements were carried out.

3) An analysis was made, in terms of public secondary school taxonomy groups, of school districts in which the 15-year-old dropouts resided. For purposes of comparison, a similar analysis was also carried out for the 15-year-olds in elementary school (Grade 8 and below), and for Grade 10 students (whatever age).

c. For the regular Project TALENT sample.

In addition to analysis of the data for the sample of 15-year-olds, special analyses were made of the regular Project TALENT sample (Grades 9-12, all ages), in order to provide a background of facts against which the data for the 15-year-olds could be interpreted. These special analyses consisted primarily of age-grade-sex distributions, determination of means and standard deviations of test scores within grade categories and age-grade categories (separately for boys and girls), and intercorrelations by grade and sex.

3. Data available for future analysis

As a result of this study of 15-year-olds, the regular Project TALENT data have been augmented by the following important sets of data:

a. Project TALENT data on the entire eighth grade in certain schools which were in the special sample and accepted the option of testing all eighth-grade students along with the 15-year-olds, instead of just testing the 15-year-olds.

b. Project TALENT data on a sizable probability sample of 15-year-olds in elementary school.

c. SIB Supplements on a comparatively small but informative group of 15-year-olds not attending school. Information acquired by interview has been incorporated in these documents. Test scores are also available for a few of these boys and girls but proved not to be obtainable for most of them.

All of these data have been added to the Project TALENT master tape, and thus will be available for use in any special analyses carried out in the future in which such inclusion would be appropriate.

B. Results and Conclusions

1. Success of the data collection phase

The 15-year-olds in Grades 9-12 who were included in this study were an integral part of the regular Project TALENT sample. As such, there seems to be no reason to doubt that they provide accurate information about that segment of the 15-year-old population that they are assumed to represent, since the sample selected was an extremely large one, carefully established on probability principles, and accurately weighted in accordance with these principles, and since the acceptance rate among the schools invited to participate was phenomenally high (about 93 per cent), with no evidence that the remaining seven per cent were systematically biased in any important way (other than the administrative considerations which in most cases underlay their declination of the invitation).

True, most of the analyses were based on complete fully processed cases only (in other words, the cases tabulated in Table V-1), but this is the same procedure that has been followed thus far in most of the Project TALENT analyses, and careful scrutiny of the data has yielded no reason to suspect that these fully processed complete cases are systematically different in any important way from the other cases in the sample.

In the case of the 15-year-olds in Grade 8 and below, our information on the proportion of the ones who should have been in our sample that were actually located and tested is considerably less clear cut. We know we do not have all of them, of course, but it does seem likely that we have a very substantial proportion of them, particularly at the Grade 8 level. This inference is based in part on the 1960 census data. The same data suggest that we may have a somewhat smaller proportion of the cases at the Grade 7 level. Here, too, most of the data analyses were of necessity limited to the complete fully processed cases. Under the circumstances, it is difficult to know just how representative the cases for which scores are available are, but it seems likely that the results are reasonably sound. The very low scores typically obtained by these elementary school students are certainly compatible with expectation, in view of the fact that most of these boys and girls are at least two years behind the normal grade for their age.

As for the 15-year-olds who are not attending any school, whatever independent evidence we know about (e.g., census data, compulsory education laws, etc.) suggests that there are very few of them and that most of the few there are, are concentrated in a few "pockets". We found (or identified) some of them--certainly not all of them, and probably not as big a percentage of them as was found for the 15-year-old eighth graders, but still an appreciable number. Approximately 40 per cent of those located were interviewed and SIB Supplements were filled out for them. Most of them were apparently unable to take the tests.

2. Suitability of Project TALENT Battery below the high school level

The Project TALENT Battery is apparently reasonably appropriate for Grade 8 students, and possible even for most Grade 7 students, although not designed for these levels. But it is clearly far too difficult to be handled successfully by most of the boys and girls who have dropped out of school by age 15. (Some evidence on these points is mentioned in Paragraphs 4 and 5 below.)

3. Sex differences in test scores

Many researchers have studied differences between boys and girls of high school age in aptitude and achievement levels, but these studies have usually compared boys and girls in the same grade. The present study has provided one of the first large-scale sets of data suitable for a comparison of boys and girls of the same age. Of course, there is bound to be a tremendous degree of similarity in results between studies based on age-matching and studies based on grade-matching, because of the fact that most boys and girls in high school have never been either accelerated or retarded during their school careers, so that to a considerable extent the same boys would be compared with the same girls regardless of the basis of matching. Nevertheless, it is of interest to note that the results for the 15-year-olds are essentially quite similar to results for grade groups falling, in general, somewhere between Grade 9 norms and Grade 10 norms. The patterns of sex differences in mean scores are quite similar to those usually obtained when grade groups are compared. Boys turn out to be slightly better in mathematics and considerably better in technical areas. Girls are better in English and in various linguistic and verbal skills; also in perceptual speed and accuracy.

Boys in a given grade are a little older, on the average, than the girls. Therefore, a small part of the advantage boys gain on tests in certain non-curriculum-linked areas (e.g., Sports Information, Mechanical Reasoning, Creativity) when grade groups are compared vanishes when age groups are compared because the boys no longer have the benefit of the very slightly greater maturation with which their added months of age endow them.

4. The 15-year-old dropout

Outside of a very few localities, there are hardly any 15-year-olds who are not enrolled in school. The localities where there are substantial numbers of 15-year-olds who do not attend school seem primarily to be areas with appreciable numbers of such disadvantaged groups as Negroes, Latin-Americans, and Indians.

Most of the 15-year-olds not in school who were located could not be tested, although many of them were interviewed and provided the information called for by the SIB Supplement.

Those that were not tested were either unable to take the tests (presumably because of inadequate reading and writing skills, though the demands many of the TALENT Battery tests make in these areas are minimal) or unwilling to try. And hardly any of the few who were tested were able to perform at much better than the chance level on the tests. Of 24 boys and girls who took the Reading Comprehension test, only two scored above a ninth-grade percentile of 12, and the median was a ninth-grade percentile of 6. Although actual scores are available for so few of the dropouts, the inability of so many of these boys and girls to take the tests speaks for itself, to some extent. It seems not at all unreasonable to infer, at least tentatively, that almost all of these dropouts are very poor readers.

At least half of these boys and girls, and probably even a larger proportion, do not complete Grade 8, and well under a fifth of them report having completed as much as one year of high school. Furthermore despite the enforcement in many schools in recent years of a policy which, if not exactly "100 per cent promotion", is something quite close to it, well over half of the 15-year-olds who dropped out were below the normal grade for their age when they did so. Some of them were several years behind their age group.

This scholastic retardation, considered in conjunction with the apparent inability of almost all of these boys and girls to cope with the TALENT Battery or to fill out the Student Information Blank--tasks that most ninth graders cope with successfully--strongly suggests that most of the 15-year-old dropouts stand very low in the distribution of scholastic aptitude, and are at a very low level of achievement in areas requiring information, reading ability, reasoning, or other components of scholastic ability.

5. The 15-year-old still in elementary school

Relatively few boys and girls who have reached their fifteenth birthday by March 1 have not reached Grade 9 by then.

In general the 15-year-olds who have not reached Grade 9 are very poor readers and are seriously retarded in educational achievement. This is not surprising since those that manage to finish at least eight grades will require, at the very minimum, nine years to do so, and in most cases ten years, or maybe even more. And some will never finish Grade 8. They will drop out of school as soon as they reach 16.

Nevertheless many of them are able, in general, to perform at better than chance level on some of the tests, and a few of them get quite good scores.

6. The age-grade distribution and its bearing on the dropout situation

At every grade level there are two age groups that account for most of the students; for instance ages 14 and 15 account for most of the Grade 9 students; ages 15 and 16 for Grade 10; ages 16 and 17 for Grade 11; ages 17 and 18 for Grade 12. (This is true for both boys and girls, although the girls in a given grade are a bit younger on the average than the boys.) These age groups should include, among others, all of the students who started Grade 1 at the normal age and have made normal progress in school. For these normally progressing boys and girls, the ratio of the younger of the two age groups in the grade to the older should be approximately two-to-one. The Project TALENT age-grade data suggest quite strongly that accelerated students are more likely to graduate from high school than students who started Grade 1 at the normal age and have made normal progress; and that the normally progressing students are less likely to become dropouts than students who have had to repeat a grade. The latter in turn are less likely to drop out than students who have failed several grades, who, the evidence indicates, are quite unlikely to graduate.

Furthermore, there is some evidence that even within the two-year span of ages that encompasses all normally progressing students, students in the older of the two age groups are considerably more likely to become dropouts than are those in the younger group, almost all of whom will graduate. The excessive dropout among students at the upper end of the normal age range undoubtedly is due in part to the fact that the older group would include some boys and girls who have had to repeat a grade, while the younger group might include a few who have gained a grade (either through early admission into Grade 1 or through acceleration).

But acceleration, early admission, and retardation do not seem to be the whole answer. Apparently, the phenomenon of greater dropout among the older students applies even within the group that has been making normal progress right along. While we do not know the reason, some very preliminary exploratory data analysis seems to support an explanatory hypothesis, which was discussed briefly in Chapter IV, Section F-1 and is broached again in Section 7 below. The results of the exploratory data analysis themselves will not be presented here, because they are too rough and preliminary in nature, and because they are tangential to the purposes of the present study. But the resultant tentative hypothesis is being mentioned, nevertheless, mainly because it concerns an important problem--and therefore may be worth future research , that would either confirm or disprove it. The problem of the slightly over-age student who drops out of high school derives its importance in part from the fact that these are the dropouts who have the greatest potential, and therefore the ones who have the most to lose by dropping out, and in part from the fact that the dropouts in this category are so numerous. While boys and girls in this category (very slightly over-age, or towards the top of the normal age range) are not nearly so likely to drop out as the boy or girl who is several years retarded, the former category, because it contains far more students to start with, contributes a vastly greater proportion of the high school dropouts than does the latter group.

7. A hypothesis concerning high school dropouts who are capable of graduating

Analysis of the Project TALENT data suggests that within the 12-month span of ages that constitutes the normal age range for the students in a given grade in a given locality, there may be a definite gradient of likelihood of graduation, with those at the younger end of span being considerably more likely to graduate than those at the older end. Many of the boys and girls who have made normal progress through school but are near the older end of the age span of approximately 12 months into which normally-progressing students fall are apparently under considerable temptation to drop out when they get to be 17 or 18 years old. One contributing factor is the fact that at age 17 the youngster becomes eligible to enlist in the Armed Forces. Also many more job opportunities open up after 18. A sizable proportion of the girls who are not planning to go to college drop out to get married. Students who are a year or two older than many of their classmates require an unusual amount of motivation to stay on in high school after friends graduate who may be only a month or two older but are a year ahead of them in school.

Most of this discussion about motivating factors is just inference, of course, (or perhaps "educated guess" would be a more precise term) but the extremely sharp drop in numbers of high school students from age 17 to 18 to 19 is a fact. Evidence to this effect is provided not only by the Project TALENT data but also by data about school enrollments from the 1960 census. It is a fact that relatively few students stay in high school past the age of 18 and it is a fact that much of the dropout occurs after Grade 11. All these facts seem compatible with the hypothesis suggested above that with the administrative policies currently prevalent in the schools, month of birth is a non-negligible factor in determining likelihood of graduation.

Insofar as this hypothesis is valid, it probably even extends to the students who lose a year somewhere along the line, instead of making normal progress all the way. Consider, for instance, two hypothetical students, Fred and Joe. Fred, having been born in October, was permitted to start Grade 1 one month before his sixth birthday. Joe, on the other hand, having been born in November, just one month later than Fred, had to wait one full year longer, until he was nearly seven, to start Grade 1. Let us assume that both Fred and Joe have to repeat the eighth grade, and that both of them then go on to high school. When Fred starts Grade 12 he will be nearly 18, just about the same age as some of his classmates who have never had to repeat a grade. Fred is far from a brilliant student (otherwise he would probably not have had to repeat a grade), but he plugs along doggedly, and graduates in June, at the age of 18 years and eight months. Joe, likewise, is not an especially good student, but he is at least as capable as Fred. However Joe, unlike Fred, is only ready to start Grade 11 when he is nearly 18. Most of his classmates are not even 17 yet; some of them, not markedly better students than he, have not even reached their sixteenth birthdays. Joe realizes he will be an old man of nineteen-and-a-half when he graduates. He gets disgusted, and after a few months in Grade 11 he drops out of school and enlists. Joe could have graduated from high school. He had the necessary ability; we know that, because we have hypothesized that he was as capable as Fred, who did graduate. This little tale about Fred and Joe illustrates our hypothesis about the effect of month of birth. The student who is close to his seventh birthday when he starts Grade 1 enters with a built-in disadvantage that decreases the probability of his graduation from high school. A corollary is that if by chance or otherwise he loses another year chronologically somewhere along the line (as Joe did), the odds against his graduating become very large. Applying our hypothesis to our sample of 15-year-olds, we would conclude that the boy born in September or October 1944 is somewhat more likely to graduate from high school than the boy born in November or December 1944. Time will tell whether this supposition is correct. Or, to put it a little more precisely, time and our follow-up of the Project TALENT students who were in Grades 9 and 10 when tested will tell.

8. The dropout: recapitulation and possible partial solutions

A great deal of confusion about "dropouts" has occurred because the term covers such a wide range, including both seriously educationally retarded students who leave school at age 16 or earlier without ever having reached senior high school, and the "near misses" who stay in school until they reach an age when many boys and girls are graduating from high school--about 17 or 18--but do not themselves graduate. Generalizing about "the dropout" without making this distinction has led to confusion. The non-entrants into high school and the high school dropouts must be considered separately. It is being widely quoted that "70 per cent of the dropouts have normal or above-normal intelligence". Project TALENT results have shown that boys and girls are about equally likely to drop out of school, and that most non-graduates leave school at age 17 or 18 and finish at least the tenth grade; a large proportion of them finish the eleventh grade. Most such students have enough aptitude that they could finish high school if they remained a year or two longer. However the most that can be expected from many of them is that they will stay in school as long as the average graduate, or at the very most until about age 18.

The situation is aggravated by the fact that school systems with midyear entering classes and midyear promotions are rare. This means that boys and girls whose sixth birthdays fall just after the cut-off date for admission to the first grade have to wait a whole year instead of just half a year. It means, furthermore, that if a child has to repeat a class he loses a whole year instead of half a year. Possibly, then, some reduction in the number of high school dropouts could be achieved if schools that are large enough to make such an action economically feasible resumed the once popular practice of having midyear entry and midyear promotion.

Another approach that might be helpful, whether the school system has midyear entry or not, would be to attack the problem of the "near misses" from the other end, by enabling them to obtain high school diplomas without staying in school much past their eighteenth birthday. Of course it is possible to do this now, but more explicit programs, designed especially for those who are a little older than most of their classmates and yet seem to have the ability to finish a high school course of study by the normal age of 17 or 18 if allowed to make up for lost time, might have an important impact in lessening the amount of non-graduation of these "near misses". Approaches that might be incorporated into these "extra-effort" programs might include special remedial instruction (perhaps of a programmed nature) to supplement normal instruction, and special scheduling. For example, if a student of at least average ability is close to seven years old when he starts the first grade, it might be entirely possible during the next 12 years to schedule his grade progression in such a way that he has a chance to graduate at age 17 like the luckier boy who was six when he started. The same thing might be done for those who lose a year somewhere along the way but seem to have sufficient ability that they would profit from the special scheduling.

A concerted effort to keep in touch with the "near miss" youngsters who, despite all efforts to keep them from doing so, leave school at age 17 or 18, after having reached Grade 11 or 12, and to encourage them to finish the work for a high school diploma, through correspondence courses, night school, or other special programs, might also prove worthwhile.

Furthermore, these special approaches might even help some of those who are more than just one year behind their age group in grade placement, since this group of youngsters who have had to repeat a couple of grades, and thus may be regarded as being chronologically retarded to a serious extent, may include some boys and girls who do have the ability to reach the minimum 12th-grade-performance level if they are given a special schedule and extra help, practice, and remedial instruction. Even among the 15-year-old group in Grade 8, perhaps as many as ten per cent might be salvageable in such a way.

It is recognized, of course, that many chronologically retarded youngsters are so educationally retarded because of unfortunate environment and other factors that they would probably not be able to be brought up to the 12th-grade-performance level that would justify a high school diploma. Most of those dropping out of school earlier than age 17 are very seriously retarded in basic skills and educational achievement.

The ones who drop out before high school are typically 16 years old and in the eighth grade, where the modal age is 13; their basic skill and achievement level is seriously below the Grade 8 level. There appears to be hardly any dropout at the elementary school level among those who enter school at age six, can read at their grade level, and appear to have the potential to graduate at age 17.

Perhaps the greatest impact on the early dropout problem might be an all-out effort to improve the reading skills and other basic educational skills (the "three R's", in other words) of the weaker students in the elementary grades.

9. Age, grade, and ability

It has frequently been pointed out in the past that the variability of students within a grade, not only in aptitudes but in scholastic achievement, is far greater than the variability among grade means. The present study has confirmed this, showing that many students score much higher than the average student several grades above them. The study has also shown that the variability within an age group is enormous, in comparison with the variability among group means.

The means for 15-year-olds fall somewhere between the Grade 9 means and the Grade 10 means. On most tests the 15-year-old population is neither markedly more variable nor markedly less variable than the Grade 9 population or the Grade 10 population. This is not at all surprising, of course, since grade and age are quite closely linked in most schools--a situation brought about by the fairly widespread administrative policy of lockstepping students in a one-grade-per-year progression, with relatively little retardation and even less acceleration or early admission to Grade 1.

Nevertheless these factors (acceleration, retardation, etc.) do operate to some limited extent, sufficient to eliminate the perfect correspondence between grade and age. The outcome is a very close inverse relationship between age and performance on some tests, within a single grade group, accompanied by an even more pronounced direct relationship between grade placement and test performance within a single age group (e.g., 15).

But it is advisable to avoid falling into the trap of mistaking the mean for the individual. If we know a student's age and what grade he is in we may have a fairly good idea as to whether he will do well or poorly on certain aptitude and achievement tests, but we won't know how well, or how poorly, since even within groups that are homogeneous with respect to both grade and age there may still be tremendous variability in test scores.

C. A Final Word

One of the most important outcomes has been the development of national norms on a very wide variety of aptitude and achievement variables, on the basis of an extremely large sample (close to 75,000 boys and girls), representing a complete age group. Since the particular age group on which the study was based was age 15, some of our readers may wonder whether this doesn't open up a need for parallel studies on other age groups--age 16, age 17, age 18, etc. The answer to this is that the data we have amassed on the 15-year-old, together with the supplementary information on high school students of all ages in all grades, provide us with the basis for extending the data analysis to get useful estimates about the distributions of the variables under consideration, for complete age populations other than age 15. In other words inherent in the data collected for the present study and for the main Project TALENT study, are the answers to questions about what our 15-year-old population was like when it reached age 16, what it was like at age 17, and what it will be like at age 18.

The answers to these questions are embedded in the data, and methods will have to be developed for extracting them. It is anticipated that such methods can be developed, thus greatly extending the utility of the present data, by making it yield information about the distribution of various aptitudes, and achievement in various areas, for a population of young adults.

APPENDIX A

MISCELLANEOUS REFERENCE MATERIALS

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Appendix A: Part 1

SUPPLEMENT FOR THE STUDENT INFORMATION BLANK

Directions:

1. Fill in the information below.
2. If you are not enrolled in any school, answer only questions 1 - 11.
3. If you are a high school graduate answer only questions 12 - 18.
4. Do not answer questions 19 to 33. These are for the interviewers use only.

Name ____
Last First Middle

Testing number ____________________ School code number ________________

Name and address of the last school you attended.

Name of school ______________________________________

City ______________________ State ______________________

DO NOT WRITE IN THE SPACE BELOW.

FOR INTERVIEWERS USE ONLY

Additional Identification Data for 15-Year-Olds Who do not Appear for Testing

Street & house number ______________________________
House number Street

City ______________________ Zone ____ State ______________

Father' name ______________________________________
Last First Middle

Mother's maiden name ______________________________
Last First

Date of interview ______________________________

Age _____ Date of birth _____________ Sex: M F

(Directions for the interviewer appear on page 7.)

QUESTIONS 1-11 FOR THOSE WHO ARE NOT ENROLLED IN ANY SCHOOL

1. When did you leave school?

Month ______________________________

Year ______________________________

2. Why did you leave school? (Write in your answer.)

____

____

____

____

____

3. Have you thought about returning to school? (Place an X in the parentheses.)

( ) 1. Yes
( ) 2. No

If yes, under what conditions would you return to school?

____

____

____

____

____

4. How many different jobs have you had since you left school?

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. Five or more

5. Have you been working regularly since you left school?

( ) 1. Yes
( ) 2. No

6. How much of the time have you been out of work since you left school? (Mark one.)

( ) 1. All the time
( ) 2. About 3/4 of the time
( ) 3. About 1/2 of the time
( ) 4. About 1/4 of the time
( ) 5. None of the time

7. What kind of work are you doing? (If you are not working, what did you do last?) Write in __________

____

____

Mark one:

( ) 1. Farm or ranch worker
( ) 2. Worker or laborer
( ) 3. Private household worker
( ) 4. Service worker
( ) 5. Semi-skilled worker
( ) 6. Skilled worker
( ) 7. Clerical worker
( ) 8. Sales
( ) 9. Manager or owner
( )10. Professional or technical

8. Who is your employer? Write in __

____

____

Mark one:

( ) 1. A large company or industry
( ) 2. A small local company or industry
( ) 3. A retail business
( ) 4. An individual employer
( ) 5. I am self-employed.
( ) 6. The local or community government
( ) 7. A school or college
( ) 8. The state or national government (except schools)
( ) 9. I am not working now, and I have not worked since I left school.

9. How much money do you make in a week?

☐ 1. Less than $20 a week
☐ 2. $20 - $39 a week
☐ 3. $40 - $59 a week
☐ 4. $60 - $79 a week
☐ 5. $80 - $99 a week
☐ 6. $100 or more a week

10. On the average, how many hours a week do you usually work?

☐ 1. None
☐ 2. 1 to 10 hours a week
☐ 3. 11 to 20 hours a week
☐ 4. 21 to 30 hours a week
☐ 5. 31 to 40 hours a week
☐ 6. More than 40 hours a week

11. In your last year in school, how good were your grades?

☐ 1. All A's
☐ 2. Mostly A's
☐ 3. Mostly A's and B's
☐ 4. Mostly B's and C's
☐ 5. Mostly C's and D's
☐ 6. Below D

STOP HERE. Pass in your booklet.

QUESTIONS 12-18 FOR HIGH SCHOOL GRADUATES ONLY.

12. When did you graduate from high school?

__________ Month __________ Year

13. How old were you when you graduated from high school?

__________ Years __________ Months

14. What was your position in you high school graduating class?

☐ 1. First in my class
☐ 2. Not first in my class, but in the top 5%
☐ 3. In the top 6% to 10%
☐ 4. In the top 11% to 25%
☐ 5. In the top 26% to 50%
☐ 6. In the lower 50%

15. About how many students were there in your high school graduating class?

☐ 1. Under 10
☐ 2. 11 - 25
☐ 3. 26 - 50
☐ 4. 51 - 100
☐ 5. 101 - 250
☐ 6. Over 250

16. What is the name and location of the college or university you are attending (or expect to attend)?

Name __________
City __________
State __________

17. What type of college or university is this? (Mark one.)

☐ 1. A teachers college
☐ 2. An agricultural college
☐ 3. An engineering college
☐ 4. A liberal arts college
☐ 5. A college specializing in music or fine arts
☐ 6. A university which includes many of the above colleges
☐ 7. None
☐ 8. Other type (specify) __________

18. What is your college major? If you have not yet chosen a major, in what do you expect to major?

____

STOP HERE. Pass in your booklet.

FOR THE INTERVIEWER ONLY

If you are taking the tests at school, do not answer these questions.

19. What was the highest grade in school that you completed? (Obtain to the nearest semester.)

____

20. How old were you when you started the first grade?

____

21. With whom do you live? (Ask about parents, brothers, sisters, other relatives, boarders, roomers, etc. If not living at home, ask who lives in their home as well as with whom they are living.) ______________

____

____

____

_____ Number of people in the home.

22. Who is the breadwinner in your family? (Mark one.)

( ) 1. Father
( ) 2. Mother
( ) 3. Step-father
( ) 4. Male guardian
( ) 5. Step-mother
( ) 6. Brother
( ) 7. Sister
( ) 8. Other (specify) __________

____

23. What is the breadwinner's occupation? Write in ______________

____

Place an X in one:

( ) a. Farm or ranch owner and/or manager
( ) b. Farm or ranch foreman
( ) c. Farm or ranch worker
( ) d. Workman or laborer
( ) e. Private household worker
( ) f. Protective worker
( ) g. Service worker
( ) h. Semi-skilled worker
( ) i. Skilled worker or foreman
( ) j. Clerical worker
( ) k. Salesman
( ) l. Manager
( ) m. Official
( ) n. Proprietor or owner
( ) o. Professional
( ) p. Technical
( ) q. Doesn't know and cannot obtain

24. For whom does the breadwinner work? Write in ____________________

____

Place an X in one:

( ) 1. A large company or industry
( ) 2. A small local company or industry
( ) 3. A retail business
( ) 4. An individual employer
( ) 5. He (she) is self employed.
( ) 6. The local or community government
( ) 7. A school or college
( ) 8. Military services
( ) 9. The state or national government (except military services or schools)
( )10. Doesn't know and cannot obtain

25. How much education does your father (or guardian) have?

( ) 1. None, or some grade school
( ) 2. Completed grade school
( ) 3. Some high school, but did not graduate
( ) 4. Graduated from high school
( ) 5. Vocational or business school after high school
( ) 6. Some junior college or regular college after high school
( ) 7. Graduated from a regular 4-year college
( ) 8. Master's degree
( ) 9. Some work toward PhD. or professional degree
( )10. Completed PhD. or professional degree
( )11. Doesn't know

26. How much education does your mother (or guardian) have?

( ) 1. None, or some grade school
( ) 2. Completed grade school
( ) 3. Some high school, but did not graduate
( ) 4. Graduated from high school
( ) 5. Vocational or business school after high school
( ) 6. Some junior college or regular college after high school
( ) 7. Graduated from a regular 4-year college
( ) 8. Master's degree
( ) 9. Some work toward PhD. or professional degree
( )10. Completed PhD. or professional degree
( )11. Doesn't know

27. How many rooms are in your home? Count bathrooms, bedrooms, kitchen, living room, enclosed porch, etc.

( ) 1. One
( ) 2. Two
( ) 3. Three
( ) 4. Four
( ) 5. Five
( ) 6. Six
( ) 7. Seven or eight
( ) 8. Nine or ten
( ) 9. Eleven or twelve
( )10. Thirteen or fourteen
( )11. Fifteen or sixteen
( )12. Seventeen or more

Interviewer, Ask Number 28 and 29 of Boys Only.

28. What do you expect to do about the military service?

( ) 1. Enlist as soon as I am of age
( ) 2. Enlist after I have worked for a few years
( ) 3. Wait until I am drafted
( ) 4. Never serve because I do not think I can pass the physical examination
( ) 5. Never serve for other reasons
( ) 6. Other (specify) ____________

____

29. In which branch of the service do you expect to serve?

( ) 1. Air Force
( ) 2. Army
( ) 3. Navy
( ) 4. Marine Corps
( ) 5. Coast Guard
( ) 6. Air Force Reserves or National Guard
( ) 7. Army Reserves or National Guard
( ) 8. Navy Reserves
( ) 9. Marine Corps Reserves
( )10. Coast Guard Reserves

30. How old do you expect to be when you marry?

( ) 1. I am already married
( ) 2. 17 years old or younger
( ) 3. 18 years old
( ) 4. 19 years old
( ) 5. 20 years old
( ) 6. 21 or 22 years old
( ) 7. 23 or 24 years old
( ) 8. 25 or 26 years old
( ) 9. 27 to 29 years old
( )10. 30 to 35 years old
( )11. 36 or older
( )12. I don't expect to marry.

(If not married: Are you engaged?)

____

31. How many children do you expect to have after you marry?

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. More than 4 (specify)

____

32. How would you describe your health for the past 3 years?

( ) 1. Excellent
( ) 2. Very good
( ) 3. Good
( ) 4. Average
( ) 5. Poor
( ) 6. Very poor

33. Do you have any physical disability? (If yes, list.)

____
____
____
____
____
____

INTERVIEWER DIRECTIONS

Questionnaire for 15-Year-Olds

School Drop-Outs
High School Graduates

Fifteen-year-olds to be interviewed are school drop-outs and high school graduates who do not agree to appear for testing. The reason for not being tested should be indicated below and entered on Record Form Z.

In some cases in which school drop-outs do appear for testing, it may be necessary to interview them if they have difficulty in completing the questionnaires by themselves.

Fill in all of the information on page 1. Ask questions 1 through 11 of school drop-outs; questions 12 through 18 of high school graduates; and questions 19 through 33 of both groups.

Assign each fifteen-year-old a testing number. Give him an Identification Card, and explain the purpose and nature of the follow-up. After the interview has been completed, fill in Record Form Z from the information on the first page.

Please try to interview the 15-year-old. If this is not possible, interview the parent, a guardian, a relative, or anyone else who would have first-hand information on this person. Information from public records should be obtained whenever possible. Record each answer as indicated in the item. In most items this will be by placing an "X" in the parentheses to the left of the option. In other items you are to write in the answers.

Respondent

( ) 1. The 15-year-old
( ) 2. Father
( ) 3. Mother
( ) 4. Step-father
( ) 5. Male guardian or foster father
( ) 6. Step-mother
( ) 7. Female guardian or foster mother
( ) 8. Brother or sister
( ) 9. Other (specify) ____________
____

Comments (Continue on page 8, if necessary.)
Reason for not being tested:

Information from public records:

Information from other sources (specify):

Appendix A: Part 2

Project Talent School Taxonomy Code
for Public Secondary Schools

10. Vocational high schools

All vocational and trade high schools

21-64. Non-vocational high schools: (General comprehensive, academic or college preparatory, university high schools, and schools for superior students)

21-22. Cities "A": Largest cities (1,500,000 or more)
- 21. Low economic level*
- 22. Moderate and high economic level*

31-32. Cities "B": Large cities (250,000-1,499,999)
- 31. Low economic level*
- 32. Moderate and high economic level*

41-44. Northeast: U.S.O.E. Regions 1 and 2 (Me., N.H., Vt., Mass., R.I., Conn., N.Y., N.J., Pa., Del., Md., D.C.)
- 41. Urban (5,000-249,999) - low economic level*
- 42. Urban (5,000-249,999) - moderate and high economic level*
- 43. Small town
- 44. Rural

51-54. Southeast: U.S.O.E. Region 5 (Va., W.Va., N.C., S.C., Ga., Fla., Ky., Tenn., Ala., Miss., Ark., La.)
- 51. Urban (5,000-249,999) - low economic level*
- 52. Urban (5,000-249,999) - moderate and high economic level*
- 53. Small town
- 54. Rural

61-64. Midwest and West: U.S.O.E. Regions 3, 4, 6, 7, 8, 9 (All states other than those listed above)
- 61. Urban (5,000-249,999) - low economic level*
- 62. Urban (5,000-249,999) - moderate and high economic level*
- 63. Small town
- 64. Rural

---

*Economic level is based on response to Item 87 of the General School Characteristics Questionnaire.

"Low" means responses 3, 6, 7.

"Moderate or high" means responses 1, 2, 4, 5, 8, 9.

Item 87 is as follows:

87. The residences in the area served by your school are best described as primarily

☐ 1. expensive private homes.
☐ 2. moderate-priced homes.
☐ 3. low-cost homes.
☐ 4. high-rental apartments.
☐ 5. moderate-rental apartments.
☐ 6. low-rental apartments.
☐ 7. low-income areas.
☐ 8. about equally apartments and homes.
☐ 9. Students are resident students - cannot estimate.

Appendix A: Part 3

Composition of the Project TALENT Battery

APTITUDE AND ACHIEVEMENT TESTS

Variable # **		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula ***
	Information Test:					
	Part I	5	(252)	90	(16)	
	Subscales				(15)	
101	1. Screening		12		1	R
102	2. Vocabulary		21		1	R
103	3. Literature		24		1	R
104	4. Music		13		1	R
105	5. Social Studies		24		1	R
106	6. Mathematics		23		1	R
107	7. Physical Science		18		1	R
108	8. Biological Science		11		1	R
109	9. Scientific Attitude		10		1	R
110	10. Aeronautics and Space		10		1	R
111	11. Electricity and Electronics		20		1	R
112	12. Mechanics		19		1	R
113	13. Farming		12		1	R.
114	14. Home Economics		21		1	R
115	15. Sports		14		1	R
190	Part I Total		(252)		1	R

Composition of the Project TALENT Battery (Continued)

Variable	Information test	Options per item	No. of items	No. of Minutes working time *	No. of scores	Scoring Formula***
# **	Part II	5	(143)	35	(25)****	
	Subscales				(22)	
131	1. Art		12		1	R
132	2. Law		9		1	R
133	3. Health		9		1	R
134	4. Engineering		6		1	R
135	5. Architecture		6		1	R
136	6. Journalism		3		1	R
137	7. Foreign travel		5		1	R
138	8. Military		7		1	R
139	9. Accounting, business, sales		10		1	R
140	10. Practical knowledge		4		1	R
141	11. Clerical		3		1	R
142	12. Bible		15		1	R
143	13. Colors		3		1	R
144	14. Etiquette		2		1	R
145	15. Hunting		5		1	R
146	16. Fishing		5		1	R
147	17. Outdoor activities (other)		9		1	R
148	18. Photography		3		1	R
149	19. Games (sedentary)		5		1	R
150	20. Theater and ballet		8		1	R
151	21. Foods		4		1	R
152	22. Miscellaneous		10		1	R
	Overlapping Subscales				(2)****	
162	Vocab. (overlapping other scales)		(9)		1	R
163	Outdoor activities (Hunting + Fishing + other)		(19)		1	R
192	Part II Total (including 10 misc. items)		(143)		1	R
172	Parts I + II combined		(395)	(125)	(2)****	
	Vocabulary scale (Variables 102 + 162)		(30)		1	R
100	Grand Total		(395)		1	R

Composition of the Project TALENT Battery (Continued)

Variable # **		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula***
211	Memory for Sentences					
	Study	-	(40 sentences)	6	-	
	Test	5	16	10	1	R
212	Memory for Words					
	Study	-	(24 words)	2	-	
	Practice	-	(24)	2	-	
	Test	5	24	4	1	R
220	Disguised Words	5	30	3	1	R
	English		(113)	52	(6)	
231	1. Spelling	5	16		1	R
232	2. Capitalization	2	33		1	R
233	3. Punctuation	3-5	27		1	R
234	4. English usage	3-5	25		1	R
235	5. Effective expression	3-5	12		1	R
230	Total		(113)		1	R
240	Word Functions in Sentences					
	Directions	-	-	$2\frac{1}{2}$		
	Test	5	24	15	1	R
250	Reading Comprehension	5	48	30	1	R
260	Creativity	5	20	20	1	R
270	Mechanical Reasoning	3-5	20	11	1	R
281	Visualization in Two Dimensions	5	24	4	1	R
282	Visualization in Three Dimensions	5	16	9	1	R
290	Abstract Reasoning	5	15	11	1	R
	Mathematics			50	(5)	
311	Part I. Arithmetic Reasoning	5	16		1	R
312	Part II. Introductory	5	24		1	R
320	Subtotal (Parts I + II)		(40)		1	R
333	Part III. Advanced	5	14		1	R
340	Total (Parts I + II + III)		(54)		1	R
410	Arithmetic Computation	5	72	9	3	R, A, F*****
420	Table Reading	5	72	3	3	R, A, F*****
430	Clerical Checking	2	74	3	3	R, A, F*****
440	Object Inspection	5	40	33	3	R, A, F*****
MISCELLANEOUS						
500	Preferences Test	2	166	3	1	A
	Themes	-	(2)	(10+)		
	My views about an ideal occupation		1	5+		
	What high school means to me		1	5+		

Composition of the Project TALENT Battery (Continued)

Variable # **		Options per item	No. of items	No. of minutes working time*	No. of scores	Scoring Formula***
INVENTORIES						
	Student Activities Inventory	5	(150)	20		
	Regular Scales		(108)		(10)	
601	Sociability		12		1	R
602	Social Sensitivity		9		1	R
603	Impulsiveness		9		1	R
604	Vigor		7		1	R
605	Calmness		9		1	R
606	Tidiness		11		1	R
607	Culture		10		1	R
608	Leadership		5		1	R
609	Self-Confidence		12		1	R
610	Mature Personality		24		1	R
	Miscellaneous		42			
	Interest Inventory	5	205	20	****	
	Part I. Occupations		(122)			
	Part II. Activities		(83)			
	Scales: ("core items")		(173)		(17)	
701	Physical Science, engineering, math		16		1	F*****
702	Biol. Sci. and Medicine		8		1	F*****
703	Public Service		11		1	F*****
704	Literary-linguistic		16		1	F*****
705	Social Service		12		1	F*****
706	Artistic		7		1	F*****
707	Musical		5		1	F*****
708	Sports		8		1	F*****
709	Outdoor recreation		3		1	F*****
710	Business-Management		14		1	F*****
711	Sales		6		1	F*****
712	Computation		10		1	F*****
713	Office Work		7		1	F*****
714	Mechanical-Technical		15		1	F*****
715	Skilled trades		18		1	F*****
716	Farming		7		1	F*****
717	Labor		10		1	F*****
	Miscellaneous: "non-core items"		(32)			
	Student Information Blank	2-36	(394)	80		

Composition of the Project TALENT Battery (Continued)

NOTES

* Does not include the time used for giving directions except where otherwise indicated. (The exceptions occur where comprehension of directions is considered an integral part of the testing time allowance.)

** The code for a variable consists of the variable number prefixed by a letter representing the scoring formula. The scoring formula letters have the following meanings:

R = no. of right responses
W = no. of wrong responses
A = no. of items attempted
F = formula score, where the formula is a function of R and W, or R and A, or of variable weights for item responses.

*** This column shows the kinds of scores that have been obtained routinely for all Project TALENT cases.

**** The scoring of Information test: Part II and the Interest Inventory is extremely flexible since each student's responses to the individual items were punched on cards. Items can (and will) be combined to form additional scales besides those indicated in this table.

***** F-410 = R-3W
F-420 = R-W
F-430 = R-3W
F-440 = R-W

Interest Inventory Scores (F-701 to F-717)

Each item is scored as follows:

Response	Option	Item Score
A	Like very much	1
B	Like fairly well	2
C	Indifferent or don't know	3
D	Dislike a little	4
E	Dislike very much	5
Omit		3

Appendix A: Part 4

Six *a priori* Composites of TALENT Tests

Composite Code	Composite	Test	No. of items	Approx. Stand. Score Weight	Raw Score Weight
C-001	IQ Composite	R-250 Rdg. Comp.	48	2	3
		R-290 Abst. Reas.	15	1	5
		R-311 Math I	16	1	4
		C-001 Total	283		
C-002	Gen. Academic Aptitude Composite	R-106 Math Info	23	2	2
		R-172 Vocab. I + II	30	1	1
		R-230 English Total	113	5	3
		R-250 Rdg. Comp.	48	4	3
		R-260 Creativity	20	1	2
		R-290 Abst. Reas.	15	1	2
		R-311 Math I	16	3	-
		R-312 Math II	24	4	-
		R-320 Math I + II	40	-	5
		C-002 Total	829		
C-003	Verbal Composite	R-103 Lit. Info	24	1	1
		R-172 Vocab. I + II	30	1	1
		R-230 English Total	113	2	1
		C-003 Total	167		
C-004	Quantitative Composite	R-106 Math Info	23	1	2
		R-311 Math I	16	1	3
		R-312 Math II	24	2	4
		R-333 Math III	14	1	4
		C-004 Total	246		
C-005	Technical Composite	R-107 Phys.Sci.Info	18	2	1
		R-108 Biol.Sci.Info	11	1	1
		R-110 Aero.Sp.Info	10	1	1
		R-111 Elec. Info	20	2	1
		R-112 Mech. Info	19	2	1
		R-270 Mech. Reas.	20	2	1
		C-005 Total	98		
C-006	Scientific Aptitude Composite	C-001 IQ Composite	283	1	1
		C-004 Quant. Composite	246	1	1
		C-005 Tech. Composite	98	1	3
		R-260 Creativity	20	1	12
		C-006 Total	1063		

APPENDIX B

INTERCORRELATIONS AMONG 60 PROJECT TALENT TEST SCORES BY GRADE AND SEX

For Grades 9 and 12, boys and girls

Based upon Subsample 0
(Students in approximately 10 per cent of the schools in the regular Project TALENT sample)

Complete cases only; unweighted

Table No.	Group	No. of Cases	Page
B-1	Grade 9 boys	3915	B-2
B-2	Grade 9 girls	3864	B-4
B-3	Grade 12 boys	3027	B-6
B-4	Grade 12 girls	3061	B-8

Table B-1

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 9 (N = 3915) from Subsample 0

Variable	1 R-101 SCREENING	2 R-102 VOCABULARY	3 R-103 LITERATURE	4 R-104 MUSIC	5 R-105 SOCIAL STUDIES	6 R-106 MATHEMATICS	7 R-107 PHYSICAL SCI.	8 R-108 BIOLOGICAL SCI.	9 R-109 SCIENTIFIC ATT.	10 R-110 AERO. AND SPACE	11 R-111 ELECTR.	12 R-112 MECHANICS	13 R-113 FARMING	14 R-114 HOME ECON.	15 R-115 SPORTS	16 R-190 INFO. TOTAL (I)	17 R-211 MEMORY SENT.	18 R-212 MEMORY WORDS	19 R-220 DISGUISED WORDS	20 R-231 SPELLING	21 R-232 CAPITALIZATION	22 R-233 PUNCTUATION	23 R-234 ENGLISH USAGE	24 R-235 EXPRESSION	25 R-230 ENGLISH TOTAL	26 R-240 WORD FUNCTIONS	27 R-250 READING COMP.	28 R-260 CREATIVITY	29 R-270 MECH. REASON.	30 R-281 VISUAL. 2-DIM.	MEAN	S.D.
1		513	433	391	553	351	444	398	445	355	380	507	483	433	471	607	239	266	393	403	472	429	417	351	529	273	480	355	324	227	10.8940	1.7803
2	513		717	646	762	647	721	671	623	648	629	668	609	541	600	892	276	432	601	504	504	609	569	503	680	512	760	606	588	342	10.7972	4.1468
3	433	717		653	731	605	629	599	536	578	501	505	468	466	566	810	214	395	512	458	447	554	489	426	602	472	701	533	449	274	10.0587	4.1989
4	391	646	653		637	569	579	523	464	524	484	468	406	449	528	739	159	374	530	415	372	491	433	383	528	451	617	500	406	260	4.7928	2.8210
5	553	762	731	637		652	701	629	582	592	550	564	563	514	651	875	243	441	550	514	513	625	537	478	677	508	764	550	484	315	12.7236	5.6505
6	351	647	605	569	652		649	533	489	528	552	481	432	451	526	766	218	406	489	470	394	584	456	404	584	561	636	525	481	311	6.9839	3.9220
7	444	721	629	579	701	649		649	530	617	668	580	548	491	504	834	247	382	489	435	447	554	476	416	592	470	660	533	558	307	8.3172	3.8673
8	398	671	599	523	629	533	649		505	564	557	562	553	478	459	762	226	342	437	377	391	483	459	399	534	427	623	503	510	276	5.3448	2.4428
9	445	623	536	464	582	489	530	505		487	448	513	485	423	491	691	226	327	455	365	422	502	471	445	558	404	619	479	456	275	5.1050	2.0529
10	355	648	578	524	592	528	617	564	487		585	550	448	434	456	734	203	307	429	325	350	454	419	365	485	395	617	526	530	274	4.0498	2.3358
11	380	629	501	484	550	552	668	557	448	585		636	496	458	357	744	200	274	383	315	356	427	385	336	463	369	539	516	576	299	7.6904	3.9699
12	507	668	505	468	564	481	580	562	513	550	636		611	516	438	756	250	290	429	364	417	469	452	389	532	335	559	523	578	321	10.3870	3.5937
13	483	609	468	406	563	432	548	553	485	448	496	611		471	434	694	262	294	384	378	414	460	446	371	526	338	552	444	473	252	7.0815	2.6166
14	433	541	466	449	514	451	491	478	423	434	458	516	471		397	656	230	263	367	334	364	419	387	342	469	335	490	437	384	243	7.3446	2.9086
15	471	600	566	528	651	526	504	459	491	456	357	438	434	397		697	176	371	471	442	455	518	472	416	584	432	599	450	367	262	6.7711	3.1296
16	607	892	810	739	875	766	834	762	691	734	744	756	694	656	697		294	463	615	544	556	675	606	532	739	564	821	664	634	376	118.3481	38.0050
17	239	276	214	159	243	218	247	226	226	203	200	250	262	230	176	294		323	204	219	280	280	299	251	338	176	296	253	236	183	8.4284	3.0945
18	266	432	395	374	441	406	382	342	327	307	274	290	294	263	371	463	323		393	390	338	415	358	321	459	394	463	344	295	235	9.6414	4.7561
19	393	601	512	530	550	489	489	437	455	429	383	429	384	367	471	615	204	393		518	412	528	493	402	591	462	614	509	433	330	11.9985	6.2757
20	403	504	458	415	514	470	435	377	365	325	315	364	378	334	442	544	219	390	518		490	583	494	423	731	444	543	394	262	187	7.5379	2.9569
21	472	504	447	372	513	394	447	391	422	350	356	417	414	364	455	556	280	338	412	490		598	546	460	821	358	509	388	379	286	27.5341	4.8987
22	429	609	554	491	625	584	554	483	502	454	427	469	460	419	518	675	280	415	528	583	598		619	542	866	582	655	508	469	304	14.9752	4.7097
23	417	569	489	433	537	456	476	459	471	419	385	452	446	387	472	606	299	358	493	494	546	619		528	806	426	581	440	421	289	14.8777	3.7790
24	351	503	426	383	478	404	416	399	445	365	336	389	371	342	416	532	251	321	402	423	460	542	528		704	398	553	423	350	259	7.2370	2.6012
25	529	680	602	528	677	584	592	534	558	485	463	532	526	469	584	739	338	459	591	731	821	866	806	704		558	715	543	485	340	72.1619	15.1390
26	273	512	472	451	508	561	470	427	404	395	369	335	338	335	432	564	176	394	462	444	358	582	426	398	558		589	475	408	266	7.9195	4.5358
27	480	760	701	617	764	636	660	623	619	617	539	559	552	490	599	821	296	463	614	543	509	655	581	553	715	589		655	538	335	23.9941	11.1422
28	355	606	533	500	550	525	533	503	479	526	516	523	444	437	450	664	253	346	509	394	388	508	440	423	543	475	655		544	346	7.4087	3.7575
29	324	588	449	406	484	481	558	510	456	530	576	578	473	384	367	634	236	295	433	262	379	469	421	350	485	408	538	544		468	10.9987	4.0496
30	227	342	274	260	315	311	307	276	275	274	299	321	252	243	262	376	183	235	330	187	286	304	289	259	340	266	335	346	468		12.6186	5.6343
31	163	405	355	331	365	412	393	365	302	363	406	374	306	302	248	457	146	235	285	199	291	381	307	271	375	356	407	419	562	446	7.9216	3.2268
32	293	518	454	411	506	503	496	417	437	419	418	407	362	322	428	571	207	320	417	341	452	521	422	418	552	445	541	488	571	450	7.9400	3.1539
33	377	637	539	491	626	630	579	522	521	499	507	497	485	432	506	700	248	393	482	453	463	620	514	484	643	550	668	541	538	347	7.2672	3.4160
34	360	601	539	498	610	677	576	474	482	487	466	447	430	406	522	679	238	419	487	486	474	650	514	457	658	577	637	529	495	352	9.1990	4.1691
35	402	675	589	541	675	717	631	542	546	538	529	513	497	456	563	753	265	445	530	515	513	696	562	513	711	617	711	584	562	382	16.4662	6.9408
36	101	180	180	168	179	240	176	123	149	152	161	116	065	091	168	204	058	141	154	126	123	168	095	088	156	185	169	156	139	099	2.4220	1.6434
37	392	661	583	536	661	713	620	526	535	529	523	498	472	442	556	739	258	441	522	501	499	678	539	491	689	609	692	574	549	374	18.8812	7.5262
38	297	346	280	237	368	299	284	267	287	248	230	291	282	253	338	380	195	237	266	332	351	383	360	324	443	286	375	285	270	238	19.0580	29.3153
39	233	296	260	226	298	236	262	202	237	225	203	243	220	192	296	322	171	179	273	253	292	321	297	276	365	232	341	259	279	272	3.6462	12.3879
40	212	232	226	195	253	195	196	146	183	151	137	168	170	145	234	253	151	197	304	305	247	268	258	214	324	210	286	202	185	213	13.5854	23.0008
41	163	205	193	167	204	171	183	167	177	166	152	176	137	118	203	229	141	163	236	153	221	218	215	166	251	179	217	207	287	307	17.9160	9.0134
42	390	370	295	281	416	359	309	263	299	242	252	307	332	292	410	425	251	337	364	416	408	446	356	316	496	367	385	314	266	282	33.6794	10.2319
43	164	148	110	136	155	141	134	062	108	099	084	093	090	082	180	158	124	161	265	149	124	168	131	093	170	163	160	125	140	204	9.8051	6.7998
44	105	023	018	047	042	040	034	-024	-004	-025	-008	-001	-004	017	060	029	085	107	216	118	037	035	025	-037	046	056	017	015	008	104	32.4276	13.8793
45	115	125	119	123	127	112	115	102	097	102	094	099	068	068	140	142	112	133	211	078	124	130	126	070	139	138	122	136	217	276	20.2322	7.0850
46	205	142	110	128	177	168	122	084	108	074	101	114	150	128	194	176	129	193	201	207	182	199	114	097	206	188	135	127	085	129	38.5533	11.7862
47	-048	-121	-127	-070	-116	-074	-104	-121	-108	-106	-101	-128	-110	-092	-089	-135	-032	-002	017	-081	-141	-124	-139	-157	-162	-048	-151	-110	-114	-044	15.9640	13.6318
48	020	-085	-087	-039	-072	-047	-055	-097	-092	-101	-075	-082	-086	-050	-042	-088	026	029	105	-009	-075	-089	-095	-145	-102	-036	-117	-079	-080	018	38.7083	16.0149
49	022	-010	-007	032	-006	006	-002	-009	-029	-006	-006	-024	-037	-014	021	-006	043	057	116	-037	-031	-017	-020	-068	-039	046	-031	008	066	154	22.5484	7.4709
50	141	-036	-027	-010	-004	-043	-027	-069	-041	-059	-047	-010	-023	000	041	-023	038	004	062	006	-018	-061	-054	-106	-055	-038	-064	-036	-087	013	58.1934	27.2472
51	282	159	152	181	191	138	096	085	141	074	083	160	123	170	248	196	080	131	232	185	174	154	147	110	196	144	175	148	080	114	5.5476	2.8332
52	195	168	163	194	178	164	138	112	121	110	115	124	079	131	162	191	103	137	221	175	143	159	133	102	181	151	190	148	071	083	3.5711	2.1652
53	078	-007	010	032	001	006	-016	-028	-023	003	-005	016	-005	021	009	006	022	-002	055	022	-028	-042	-042	-046	-036	-026	-016	003	-043	014	1.7750	1.5329
54	256	222	193	201	250	200	167	143	182	152	127	192	166	178	295	256	086	153	254	205	188	199	177	161	235	180	246	191	125	126	3.3540	2.0632
55	232	232	194	218	246	232	204	157	169	165	179	182	168	193	209	264	114	139	223	191	179	217	174	142	230	198	242	211	151	149	3.4217	2.2665
56	226	180	147	184	207	178	127	114	141	108	118	150	113	162	183	206	097	139	211	202	183	198	151	146	223	150	198	165	087	125	4.6419	2.6749
57	194	134	123	170	157	142	099	089	093	057	069	088	093	147	143	157	065	096	171	163	131	146	109	081	161	143	150	119	022	058	4.1839	2.2886
58	029	058	082	122	089	129	033	036	029	015	000	-023	-017	037	114	069	015	078	126	115	010	065	016	014	052	123	079	070	-037	011	1.1870	1.2894
59	230	238	224	212	258	215	192	174	184	180	190	189	174	209	233	275	108	164	211	191	181	198	184	154	230	198	257	221	146	119	4.5581	2.2294
60	226	216	171	214	243	258	201	141	159	154	180	174	139	190	188	254	124	171	237	243	176	230	163	142	241	250	254	197	110	132	9.7239	5.0135

Decimal points omitted

Table B-1 (Continued)

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 9 (N = 3915) from Subsample 0

Variable	R-282 VISUAL 3-DIM.	R-290 ABSTRACT REASON.	R-311 MATH I. REAS.	R-312 MATH II. INTRO.	R-320 MATH SUBTOTAL	R-333 MATH III. ADV.	R-340 MATH TOTAL	F-410 ARITH. COMPUT.	F-420 TABLE READING	F-430 CLERICAL CHECK.	F-440 OBJECT INSPECT.	R-410 ARITH. COMPUT.	R-420 TABLE READING	R-430 CLERICAL CHECK.	R-440 OBJECT INSPECT.	A-410 ARITH. COMPUT.	A-420 TABLE READING	A-430 CLERICAL CHECK.	A-440 OBJECT INSPECT.	A-500 PREFERENCES	R-601 SOCIABILITY	R-602 SOCIAL SENSIT.	R-603 IMPULSIVENESS	R-604 VIGOR	R-605 CALMNESS	R-606 TIDINESS	R-607 CULTURE	R-608 LEADERSHIP	R-609 SELF-CONFIDENCE	R-610 MATURITY		
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	MEAN	S.D.
1	163	293	377	360	402	101	392	297	233	212	163	390	164	105	115	205	-048	020	022	141	282	195	078	256	232	226	194	029	230	226	10.8940	1.7803
2	405	518	637	601	675	180	661	346	296	232	205	370	148	023	125	142	-121	-085	-010	-036	159	168	-007	222	232	180	134	058	238	216	10.7972	4.1468
3	355	454	539	539	589	180	583	280	260	226	193	295	110	018	119	110	-127	-087	-007	-027	152	163	010	193	194	147	123	082	224	171	10.0587	4.1989
4	331	411	491	498	541	168	536	237	226	195	167	281	136	047	123	128	-070	-039	032	-010	181	194	032	201	218	184	170	122	212	214	4.7928	2.8210
5	365	506	626	610	675	179	661	368	298	253	204	416	155	042	127	177	-116	-072	-006	-004	191	178	001	250	246	207	157	089	258	243	12.7236	5.6505
6	412	503	630	677	717	240	713	299	236	195	171	359	141	040	112	168	-074	-047	006	-043	138	164	006	200	232	178	142	129	215	258	6.9839	3.9220
7	393	496	579	576	631	176	620	284	262	196	183	309	134	034	115	122	-104	-055	-002	-027	096	138	-016	167	204	127	099	033	192	201	8.3172	3.8673
8	365	417	522	474	542	123	526	267	202	146	167	263	062	-024	102	084	-121	-097	-009	-069	085	112	-028	143	157	114	089	036	174	141	5.3448	2.4428
9	302	437	521	482	546	149	535	287	237	183	177	299	108	-004	097	108	-108	-092	-029	-041	141	121	-023	182	169	141	093	029	184	159	5.1050	2.0529
10	363	419	499	487	538	152	529	248	225	151	166	242	099	-025	102	074	-106	-101	-006	-059	074	110	003	152	165	108	057	015	180	154	4.0498	2.3358
11	406	418	507	466	529	161	523	230	203	137	152	252	084	-008	094	101	-101	-075	-006	-047	083	115	-005	127	179	118	069	000	190	180	7.6904	3.9699
12	374	407	497	447	513	116	498	291	243	168	176	307	093	-001	099	114	-128	-082	-024	-010	160	124	016	192	182	150	088	-023	189	174	10.3870	3.5937
13	306	362	485	430	497	065	472	282	220	170	137	332	090	-004	068	150	-110	-086	-037	-023	123	079	-005	166	168	113	093	-017	174	139	7.0815	2.6166
14	302	322	432	406	456	091	442	253	192	145	118	292	082	017	068	128	-092	-050	-014	000	170	131	021	178	193	162	147	037	209	190	7.3446	2.9086
15	248	428	506	522	563	168	556	338	296	234	203	410	180	060	140	194	-089	-042	021	041	248	162	009	295	209	183	143	114	233	188	6.7711	3.1296
16	457	571	700	679	753	204	739	380	322	253	229	425	158	029	142	176	-135	-088	-006	-023	196	191	006	256	264	206	157	069	275	254	118.3481	38.0050
17	146	207	248	238	265	058	258	195	171	151	141	251	124	085	112	129	-032	026	043	038	080	103	022	086	114	097	065	015	108	124	8.4284	3.0945
18	235	320	393	419	445	141	441	237	179	197	163	337	161	107	133	193	-002	029	057	004	131	137	-002	153	139	139	096	078	164	171	9.6414	4.7561
19	285	417	482	487	530	154	522	266	273	304	236	364	265	216	211	201	017	105	116	062	232	221	055	254	223	211	171	126	211	237	11.9985	6.2757
20	199	341	453	486	515	126	501	332	253	305	153	416	149	118	078	207	-081	-009	-037	006	185	175	022	205	191	202	163	115	191	243	7.5379	2.9569
21	291	452	463	474	513	123	499	351	292	247	221	408	124	037	124	182	-141	-075	-031	-018	174	143	-028	188	179	183	131	010	181	176	27.5341	4.8987
22	381	521	620	650	696	168	678	383	321	268	218	446	168	035	130	199	-124	-089	-017	-061	154	159	-042	199	217	198	146	-065	198	230	14.9752	4.7097
23	307	422	514	514	562	095	539	360	297	258	215	356	131	025	126	114	-139	-095	-020	-054	147	133	-042	177	174	151	109	016	184	163	14.8777	3.7790
24	271	418	484	457	513	088	491	324	276	214	166	316	093	-037	070	097	-157	-145	-068	-106	110	102	-046	161	142	146	081	014	154	142	7.2370	2.6012
25	375	552	643	658	711	156	689	443	365	324	251	496	170	046	139	206	-162	-102	-039	-055	196	181	-036	235	230	223	161	052	230	241	72.1619	15.1390
26	356	445	550	577	617	185	609	286	232	210	179	367	163	056	138	188	-048	-036	046	-038	144	151	-026	180	198	150	143	123	198	250	7.9195	4.5358
27	407	541	668	637	711	169	692	375	341	286	217	385	160	017	122	135	-151	-117	-031	-064	175	190	-016	246	242	198	150	079	257	254	23.9941	11.1422
28	419	488	541	529	584	156	574	285	259	202	207	314	125	015	136	127	-110	-079	008	-036	148	148	003	191	211	165	119	070	221	197	7.4087	3.7575
29	562	571	538	495	562	139	549	270	279	185	287	266	140	008	217	085	-114	-080	066	-087	080	071	-043	125	151	087	022	-037	146	110	10.9987	4.0496
30	446	450	347	352	382	099	374	238	272	213	307	282	204	104	276	129	-044	018	154	013	114	083	014	126	149	125	058	011	119	132	12.6186	5.6343
31		525	430	422	465	106	453	197	239	167	238	190	106	-011	188	056	-112	-092	070	-102	003	035	-047	075	070	056	010	-018	079	091	7.9216	3.2268
32	525		539	539	589	121	569	344	332	253	308	337	156	020	212	106	-146	-098	030	-103	085	101	-079	141	130	115	063	007	126	123	7.9400	3.1539
33	430	539		671	895	193	868	377	283	225	186	443	156	017	108	200	-102	-088	-020	-083	139	139	-030	198	208	168	116	067	189	225	7.2672	3.4160
34	422	539	671		931	259	914	377	284	240	196	456	163	023	122	215	-096	-088	-005	-072	138	124	-032	198	218	163	104	080	201	240	9.1990	4.1691
35	465	589	895	931		250	976	412	310	255	209	492	174	022	126	228	-108	-096	-013	-085	151	143	-034	216	233	181	120	081	214	255	16.4662	6.9408
36	106	121	193	259	250		449	041	029	042	021	156	062	045	032	146	035	032	036	019	048	062	023	078	083	072	047	071	060	101	2.4220	1.6434
37	453	569	868	914	976	449		388	292	244	198	487	175	031	124	242	-092	-081	-004	-073	150	144	-026	217	232	181	120	091	210	257	18.8812	7.5262
38	197	344	377	377	412	041	388		441	322	249	535	042	-086	084	-210	-358	-254	-141	-116	104	030	-076	106	084	108	048	-039	118	099	19.0580	29.3153
39	239	332	283	284	310	029	292	441		382	442	260	453	056	282	-064	-457	-118	002	-051	138	089	-053	111	106	130	085	-004	118	109	3.6462	12.3879
40	167	253	225	240	255	042	244	322	382		375	278	245	510	291	055	-103	111	100	-004	133	102	-006	133	115	107	099	034	110	138	13.5854	23.0008
41	238	308	186	196	209	021	198	249	442	375		246	318	236	886	078	-085	093	473	067	110	090	008	102	100	117	078	032	105	091	17.9160	9.0134
42	190	337	443	456	492	156	487	535	260	278	246		306	235	245	714	069	138	169	118	223	149	060	229	214	225	172	103	191	246	33.6794	10.2319
43	106	156	156	163	174	062	175	042	453	245	318	306		432	439	319	586	382	450	244	177	143	080	143	148	165	133	109	125	158	9.8051	6.7998
44	-011	020	017	023	022	045	031	-086	056	510	236	235	432		385	343	380	911	445	297	154	144	139	137	137	137	137	147	111	172	32.4276	13.8793
45	188	212	108	122	126	032	124	084	282	291	886	245	439	385		214	182	305	828	187	124	103	061	112	110	133	095	087	101	107	20.2322	7.0850
46	056	106	200	215	228	146	242	-210	-064	055	078	714	319	343	214		376	370	312	233	173	148	133	177	179	170	159	151	123	203	38.5533	11.7862
47	-112	-146	-102	-096	-108	035	-092	-358	-457	-103	-085	069	586	380	182	376		489	447	289	051	062	128	042	051	047	055	112	017	058	15.9640	13.6318
48	-092	-098	-088	-088	-096	032	-081	-254	-118	111	093	138	382	911	305	370	489		467	345	114	117	163	094	103	107	111	154	076	133	38.7083	16.0149
49	070	030	-020	-005	-013	036	-004	-141	002	100	473	169	450	445	828	312	447	467		274	103	087	107	088	087	111	086	125	064	094	22.5484	7.4709
50	-102	-103	-083	-072	-085	019	-073	-116	-051	-004	067	118	244	297	187	233	289	345	274		223	178	292	185	223	186	194	202	120	207	58.1934	27.2472
51	003	085	139	138	151	048	150	104	138	133	110	223	177	154	124	173	051	114	103	223		507	291	532	482	482	500	346	379	465	5.5476	2.8332
52	035	101	139	124	143	062	144	030	089	102	090	149	143	144	103	148	062	117	087	178	507		308	494	583	552	584	425	287	611	3.5711	2.1652
53	-047	-079	-030	-032	-034	023	-026	-076	-053	-006	008	060	080	139	061	133	128	163	107	292	291	308		292	271	254	285	316	135	292	1.7750	1.5329
54	075	141	198	198	216	078	217	106	111	133	102	229	143	137	112	177	042	094	088	185	532	494	292		471	503	465	370	318	554	3.3540	2.0632
55	070	130	208	218	233	083	232	084	106	115	100	214	149	137	110	179	051	103	087	223	482	583	271	471		546	516	404	433	625	3.4217	2.2665
56	056	115	168	163	181	072	181	108	130	107	117	225	165	137	133	170	047	107	111	186	482	552	254	503	546		604	394	340	652	4.6419	2.6749
57	010	063	116	104	120	047	120	048	085	099	078	172	133	137	095	159	055	111	086	194	500	584	285	465	516	604		435	297	578	4.1839	2.2886
58	-018	007	067	080	081	071	091	-039	-004	034	032	103	109	147	087	151	112	154	125	202	346	425	316	370	404	394	435		252	498	1.1870	1.2894
59	079	126	189	201	214	060	210	118	118	110	105	191	125	111	101	123	017	076	064	120	379	287	135	318	433	340	297	252		412	4.5581	2.2294
60	091	123	225	240	255	101	257	099	109	138	091	246	158	172	107	203	058	133	094	207	465	611	292	554	625	652	578	498	412		9.7239	5.0135

Decimal points omitted

Table B-2

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 9 (N = 3864) for Subsample 0

Variable	1 R-101 SCREENING	2 R-102 VOCABULARY	3 R-103 LITERATURE	4 R-104 MUSIC	5 R-105 SOCIAL STUDIES	6 R-106 MATHEMATICS	7 R-107 PHYSICAL SCI.	8 R-108 BIOLOGICAL SCI.	9 R-109 SCIENTIFIC ATT.	10 R-110 AERO. AND SPACE	11 R-111 ELECTR.	12 R-112 MECHANICS	13 R-113 FARMING	14 R-114 HOME ECON.	15 R-115 SPORTS	16 R-190 INFO. TOTAL (I)	17 R-211 MEMORY SENT.	18 R-212 MEMORY WORDS	19 R-220 DISGUISED WORDS	20 R-231 SPELLING	21 R-232 CAPITALIZATION	22 R-233 PUNCTUATION	23 R-234 ENGLISH USAGE	24 R-235 EXPRESSION	25 R-230 ENGLISH TOTAL	26 R-240 WORD FUNCTIONS	27 R-250 READING COMP.	28 R-260 CREATIVITY	29 R-270 MECH. REASON.	30 R-281 VISUAL. 2-DIM.	MEAN	S.D.
1		348	331	311	396	255	300	260	336	172	250	274	373	414	279	470	166	209	307	309	409	317	292	220	414	228	378	234	225	190	11.3641	1.3243
2	348		684	652	722	619	640	596	548	438	415	512	581	524	527	864	295	446	563	504	463	623	530	439	677	565	752	564	495	321	9.7610	3.9758
3	331	684		648	687	569	558	551	482	414	352	416	482	436	460	796	245	385	490	441	416	537	465	391	594	478	686	498	424	265	9.7792	3.8521
4	311	652	648		643	545	504	487	451	383	324	381	447	445	476	750	217	372	497	428	390	519	442	401	573	484	640	483	409	266	5.3991	2.8978
5	396	722	687	643		599	617	542	516	387	397	441	553	509	522	849	274	437	508	491	454	600	494	407	649	553	731	499	425	292	11.2422	4.9767
6	255	619	569	545	599		565	476	432	352	384	410	434	423	414	739	233	394	453	438	350	571	403	331	559	562	594	474	456	293	6.3056	3.5149
7	300	640	558	504	617	565		566	451	414	476	460	538	451	433	776	277	398	423	409	391	531	432	345	562	498	620	449	457	286	6.8742	3.4619
8	260	596	551	487	542	476	566		433	350	350	418	517	448	424	707	234	351	373	344	338	470	402	321	498	437	583	435	424	248	4.5846	2.2821
9	336	548	482	451	516	432	451	433		286	294	375	437	446	358	642	228	321	421	348	396	481	390	379	528	424	580	419	395	277	5.2089	1.9679
10	172	438	414	383	387	352	414	350	286		313	322	330	270	333	526	167	218	265	207	203	292	247	213	308	261	410	357	307	188	2.5241	1.4005
11	250	415	352	324	397	384	476	350	294	313		391	370	315	318	559	165	246	238	261	243	311	251	203	338	287	384	307	292	154	5.1654	2.5376
12	274	512	416	381	441	410	460	418	375	322	391		526	437	369	639	195	262	329	273	302	375	331	249	408	300	450	395	400	249	6.9009	2.7896
13	373	581	482	447	553	434	538	517	437	330	370	526		515	449	716	234	348	402	373	395	492	420	337	537	415	586	435	426	280	6.5179	2.5892
14	414	524	436	445	509	423	451	448	446	270	315	437	515		385	674	206	282	396	338	418	469	409	335	525	358	520	409	385	287	11.1121	3.3847
15	279	527	460	476	522	414	433	424	358	333	318	369	449	385		638	161	284	352	329	333	416	332	294	452	371	507	396	346	248	4.6136	2.3151
16	470	864	796	750	849	739	776	707	642	526	559	639	716	674	638		319	485	586	538	527	685	568	472	741	613	819	615	564	369	107.3579	31.3333
17	166	295	245	217	274	233	277	234	228	167	165	195	234	206	161	319		362	245	227	256	319	270	219	344	279	346	270	226	187	9.1654	3.0453
18	209	446	385	372	437	394	398	351	321	218	246	262	348	282	284	485	362		372	393	298	440	312	281	457	432	457	333	299	237	10.8416	5.0116
19	307	563	490	497	508	453	423	373	421	265	238	329	402	396	352	586	245	372		511	428	561	486	384	626	476	593	463	399	338	13.1294	6.5078
20	309	504	441	428	491	438	409	344	348	207	261	273	373	338	329	538	227	393	511		443	566	455	343	723	472	535	331	266	204	9.0344	2.8132
21	409	463	416	390	454	350	391	338	396	203	243	302	395	418	333	527	256	298	428	443		561	478	370	785	360	504	346	322	271	29.0740	4.0591
22	317	623	537	519	600	571	531	470	481	292	311	375	492	469	416	685	319	440	561	566	561		571	452	865	603	669	467	466	346	16.9542	4.5414
23	292	530	465	442	494	403	432	402	390	247	251	331	420	409	332	568	270	312	486	455	478	571		439	769	438	562	379	367	279	16.0184	3.2147
24	220	439	391	401	407	331	345	321	379	213	203	249	337	335	294	472	219	281	384	343	370	452	439		629	373	500	349	317	216	8.0590	2.2718
25	414	677	594	573	649	559	562	498	528	308	338	408	537	525	452	741	344	457	626	723	785	865	769	629		597	731	496	465	395	79.1400	13.0435
26	228	565	478	484	553	562	498	437	424	261	287	300	415	358	371	613	279	432	476	472	360	603	438	373	597		630	465	423	297	9.0546	5.0822
27	378	752	686	640	731	594	620	583	580	410	384	450	586	520	507	819	346	457	593	535	504	669	562	500	731	630		608	508	342	25.6416	10.3316
28	234	564	498	483	499	474	449	435	419	357	307	395	435	409	396	615	270	333	463	331	346	467	379	349	496	465	608		462	318	7.0329	3.4501
29	225	495	424	409	425	456	457	424	395	307	292	400	426	385	346	564	226	299	399	266	322	466	367	317	465	423	508	462		434	7.7174	3.3026
30	190	321	265	266	292	293	286	248	277	188	154	249	280	287	248	369	187	237	338	204	271	346	279	216	395	297	342	318	434		10.7433	5.4370
31	127	394	340	324	369	379	373	330	311	233	209	308	324	333	272	452	175	257	326	220	275	392	280	265	385	385	442	398	523	436	7.2707	2.8575
32	260	531	477	462	499	487	463	401	446	283	239	340	407	412	382	592	247	354	464	368	428	546	413	379	571	496	598	468	530	419	7.8817	3.1804
33	259	615	521	504	595	576	541	464	483	369	332	399	477	452	425	680	288	402	455	442	417	610	453	417	622	581	661	478	478	327	7.0204	3.2757
34	295	600	539	519	601	659	542	463	436	338	340	356	456	415	425	684	279	418	477	481	442	634	464	393	645	601	631	479	483	337	9.3621	3.9327
35	308	670	586	566	660	686	597	512	505	358	371	415	514	476	469	753	313	453	515	511	476	688	507	446	700	653	711	528	530	367	10.3825	6.5362
36	061	147	168	150	130	224	129	123	105	137	125	093	094	085	137	186	062	128	128	129	081	152	102	090	146	158	146	176	143	121	2.1501	1.5264
37	301	657	583	561	644	689	585	505	494	364	373	407	500	463	468	743	305	451	509	505	461	675	495	436	685	644	696	531	526	369	18.5326	6.9958
38	297	366	279	295	362	301	297	234	295	148	188	227	315	303	264	402	199	285	313	369	370	404	326	311	470	328	391	262	234	237	25.6972	23.4147
39	239	257	196	220	255	192	210	141	228	102	132	159	202	220	181	281	172	175	300	211	301	296	240	206	337	231	305	230	219	238	6.6957	9.0792
40	220	224	194	206	240	183	190	140	178	102	121	135	168	181	163	256	141	190	304	294	262	273	220	182	326	235	275	188	186	221	21.0256	21.0131
41	212	240	216	230	233	199	211	185	211	114	110	163	205	218	192	281	171	192	315	189	240	267	211	184	293	230	272	254	280	338	19.5800	7.9154
42	375	382	306	313	422	365	327	266	285	152	239	236	340	343	299	448	244	348	395	442	407	458	322	280	510	363	410	286	262	284	36.4231	10.6985
43	219	199	139	155	214	167	158	093	149	062	111	115	140	150	135	212	159	197	324	208	208	231	152	127	250	214	233	184	175	222	10.3879	6.1130
44	123	022	005	011	066	050	035	-013	-009	-009	036	-005	-014	021	027	033	061	088	265	136	069	067	029	002	082	079	046	034	062	139	35.6325	14.1303
45	188	186	172	190	191	162	159	145	156	088	086	121	148	170	154	221	152	175	305	156	176	206	148	121	218	196	229	217	243	320	21.4337	6.6540
46	284	243	205	202	300	267	220	185	165	095	182	150	224	236	206	305	180	256	299	321	274	317	193	146	338	275	262	190	179	205	39.9984	10.6718
47	056	011	-009	-011	033	034	003	-016	-028	-019	018	-004	-013	-019	000	005	042	091	137	069	-021	025	-035	-035	-001	056	008	018	017	062	14.0802	9.0273
48	052	-077	-085	-083	-029	-022	-044	-082	-094	-059	-012	-069	-096	-059	-042	-077	011	022	163	034	-036	-043	-067	-082	-050	-010	-071	-045	-009	071	40.5016	14.9912
49	121	084	086	104	103	085	065	069	059	040	041	047	051	079	078	106	097	118	230	084	065	092	043	021	085	115	108	128	149	234	23.2875	6.8153
50	207	045	037	030	075	015	026	011	004	022	071	038	062	059	055	065	067	044	115	051	055	002	-001	-072	016	-003	015	017	-028	023	56.6856	21.8031
51	279	143	118	175	137	087	068	070	141	041	082	090	095	142	152	165	072	111	221	152	191	144	132	120	196	097	152	121	073	094	6.6700	2.9031
52	228	255	255	260	254	196	156	167	199	117	116	136	141	197	174	275	111	168	258	191	203	230	188	155	258	191	279	200	146	100	4.5300	2.3075
53	115	101	109	106	101	084	060	078	059	081	081	075	083	083	113	124	009	065	089	045	025	061	048	016	053	048	100	069	056	052	1.7943	1.5888
54	196	201	186	204	202	135	153	145	161	111	129	146	167	151	215	235	089	115	214	146	155	185	146	131	203	133	212	164	160	124	3.4379	2.1256
55	227	234	210	229	233	211	180	194	186	131	148	150	185	198	193	276	112	120	203	159	185	218	165	139	233	177	246	194	163	108	3.7629	2.4336
56	239	196	184	196	210	179	154	145	151	090	136	134	143	173	139	234	128	162	220	182	192	230	169	137	245	169	220	151	130	090	5.6172	2.7173
57	235	274	270	283	283	204	190	209	202	130	161	171	188	190	199	306	123	101	226	199	186	245	178	151	257	216	280	199	141	088	5.1571	2.2314
58	053	102	117	142	127	129	082	100	074	048	068	039	031	043	126	126	034	070	138	085	032	087	058	050	081	096	114	097	058	024	1.2267	1.3120
59	190	190	170	176	164	147	136	122	154	115	091	115	130	129	152	205	098	110	190	141	148	150	124	111	179	133	194	137	113	072	4.7922	2.3697
60	216	269	260	240	279	267	222	196	164	151	192	167	181	172	203	308	143	197	236	219	156	254	172	147	232	235	277	204	151	090	10.2878	4.9956

Decimal points omitted

Table B-2 (Continued)

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 9 (N = 3864) for Subsample 0

Variable	31 R-282 VISUAL. 3-DIM.	32 R-290 ABSTRACT REASON.	33 R-311 MATH I. ARITH. REAS.	34 R-312 MATH II INTRO.	35 R-320 MATH SUBTOTAL	36 R-333 MATH III. ADV.	37 R-340 MATH TOTAL	38 P-410 ARITH. COMPUT.	39 P-420 TABLE READING	40 P-430 CLERICAL CHECK.	41 P-440 OBJECT INSPECT.	42 B-410 ARITH. COMPUT.	43 B-420 TABLE READING	44 B-430 CLERICAL CHECK.	45 B-440 OBJECT INSPECT.	46 A-410 ARITH. COMPUT.	47 A-420 TABLE READING	48 A-430 CLERICAL CHECK.	49 A-440 OBJECT INSPECT.	50 A-500 PREFERENCES	51 R-601 SOCIABILITY	52 R-602 SOCIAL SENSIT.	53 R-603 IMPULSIVENESS	54 R-604 VIGOR	55 R-605 CALMNESS	56 R-606 TIDINESS	57 R-607 CULTURE	58 R-608 LEADERSHIP	59 R-609 SELF-CONFIDENCE	60 R-610 MATURITY	MEAN	S.D.
1	127	260	259	295	308	061	301	297	239	220	212	375	219	123	188	284	056	052	121	207	279	228	115	196	227	239	235	053	190	216	11.3641	1.3243
2	394	531	615	600	670	147	657	366	257	224	240	382	199	022	186	243	011	-077	084	045	143	255	101	201	234	196	274	102	190	269	9.7616	3.9758
3	340	477	521	539	586	168	583	279	196	194	216	306	139	005	172	205	-009	-085	086	037	118	255	109	186	210	184	270	117	170	260	9.7792	3.8521
4	324	462	504	519	566	150	561	295	220	206	230	313	155	011	190	202	-011	-083	104	030	175	260	106	204	229	196	283	142	176	240	5.3991	2.8978
5	369	499	595	601	660	130	644	362	255	240	233	422	214	066	191	300	033	-029	103	075	137	254	101	202	233	210	283	127	164	279	11.2422	4.9767
6	379	487	576	659	686	224	689	301	192	183	199	365	167	050	162	267	034	-022	085	015	087	196	084	135	211	179	204	129	147	267	6.3056	3.5149
7	373	482	541	542	597	129	585	297	210	190	211	327	158	035	159	220	003	-044	065	026	068	156	060	153	180	154	190	082	136	222	6.8742	3.4619
8	330	401	464	463	512	123	505	234	141	140	185	266	093	-013	145	185	-016	-082	069	011	070	167	078	145	194	145	209	100	122	196	4.5646	2.2821
9	311	446	483	436	505	105	494	295	228	178	211	285	149	-009	156	165	-028	-094	059	004	141	199	059	161	186	151	202	074	154	164	5.2089	1.9675
10	233	283	309	338	358	137	364	148	102	102	114	152	062	-009	088	095	-019	-059	040	022	041	117	081	111	131	090	130	048	115	151	2.5241	1.6005
11	209	239	332	340	371	125	373	188	132	121	110	239	111	035	086	182	018	-012	041	071	082	116	081	129	148	136	161	068	091	192	5.1654	2.5376
12	308	340	399	356	435	093	407	227	159	135	163	236	115	-005	121	150	-004	-069	047	038	090	136	075	146	150	134	171	039	115	167	6.9009	2.7896
13	324	407	477	456	514	094	500	315	202	168	205	340	140	-014	148	224	-013	-096	051	062	095	141	083	167	185	143	188	031	130	181	6.5179	2.5892
14	333	412	452	415	476	085	463	303	220	181	218	343	150	021	170	236	-019	-059	079	059	142	197	083	151	198	173	190	043	129	172	11.1121	3.3047
15	272	382	425	425	469	137	468	264	181	163	192	299	135	027	154	206	000	-042	078	055	152	176	113	215	193	139	199	126	152	203	4.6136	2.3151
16	452	592	680	684	753	184	743	402	281	254	281	448	212	033	221	305	005	-077	106	065	165	275	124	235	276	234	306	126	205	308	107.3579	31.3333
17	175	247	288	279	313	062	305	199	172	141	171	244	159	061	152	180	042	011	097	067	072	111	009	089	112	128	123	034	098	143	9.1654	3.0453
18	257	354	402	418	453	128	451	285	175	190	192	348	197	088	175	256	091	022	118	044	111	168	065	115	150	162	181	070	110	197	10.8416	5.0116
19	326	464	455	477	515	128	509	313	300	364	315	395	324	265	305	299	137	163	230	115	221	258	089	214	203	220	226	138	190	236	13.1294	6.5078
20	220	368	442	481	511	129	505	369	211	294	189	442	208	136	156	321	069	034	084	051	152	191	045	146	159	182	199	085	141	219	9.0344	2.8132
21	275	428	417	442	476	081	461	370	301	262	240	407	208	069	176	274	-021	-036	065	055	191	203	025	155	185	192	186	032	148	156	29.0740	4.0591
22	392	546	610	634	688	152	675	404	296	273	267	458	231	067	206	317	015	-043	092	002	144	230	061	185	218	230	245	087	150	254	16.9542	4.5414
23	280	413	453	464	507	102	495	326	240	220	211	322	152	029	148	193	-035	-067	043	-001	132	188	048	146	165	169	178	058	124	172	16.0184	3.2147
24	265	379	417	393	446	090	436	311	206	182	184	280	127	002	121	146	-035	-082	021	-072	120	155	016	131	139	137	151	050	111	147	8.0590	2.2716
25	385	571	622	645	700	146	685	470	337	326	293	510	250	082	218	338	-001	-050	085	016	196	258	053	203	233	245	257	081	179	252	79.1400	13.0434
26	385	496	581	601	653	158	644	328	231	235	230	385	214	079	196	275	056	-010	115	-003	097	191	048	133	177	169	216	096	133	235	9.0546	5.0822
27	442	598	661	631	711	146	696	391	305	275	292	410	233	046	229	262	008	-071	108	015	152	279	100	212	246	220	280	114	194	277	25.6416	10.3316
28	398	468	478	479	528	176	531	262	230	188	254	286	184	034	217	190	018	-045	128	017	121	200	069	164	194	151	199	097	137	204	7.0329	3.4501
29	523	530	478	483	530	143	526	234	219	184	280	262	175	062	243	179	017	-009	149	-028	073	146	056	160	163	130	141	058	113	151	7.7174	3.3026
30	436	419	327	337	367	121	369	237	238	221	338	284	222	139	320	205	062	071	234	023	094	100	052	124	108	090	088	024	072	090	10.7433	5.4370
31		504	425	423	468	134	466	211	210	182	283	227	149	050	248	149	-010	-009	155	-075	016	089	011	096	113	058	103	006	062	107	7.2707	2.8575
32	504		545	549	604	144	595	350	295	239	332	349	200	048	260	211	-027	-052	122	-055	102	164	028	157	169	143	158	061	115	162	7.8817	3.1804
33	425	545		638	886	152	860	364	231	205	205	403	181	018	149	272	013	-073	052	-025	092	200	060	157	200	168	208	077	125	240	7.0204	3.2757
34	423	549	638		922	207	906	396	246	215	232	472	214	059	186	342	042	-026	093	-007	104	175	063	151	196	173	203	075	153	255	9.3621	3.9327
35	468	604	886	922		201	977	421	264	232	243	487	220	045	186	342	032	-053	082	-017	109	206	068	170	218	189	227	084	155	274	16.3825	6.5302
36	134	144	152	207	201		406	039	037	040	066	106	072	045	074	113	061	038	069	049	040	072	052	043	066	051	064	046	064	083	2.1501	1.5264
37	466	595	860	906	977	406		402	254	226	241	477	221	052	190	344	043	-041	092	-005	111	208	075	168	218	187	225	088	159	273	18.5326	6.9988
38	211	350	364	396	421	039	402		377	286	283	676	209	049	174	172	-096	-072	012	-026	147	117	-019	130	127	166	143	000	103	148	25.6972	23.4147
39	210	295	231	246	264	037	254	377		337	414	275	678	178	333	092	-088	066	170	081	156	128	-007	111	125	149	129	018	105	114	6.6957	9.0792
40	182	239	205	215	232	040	226	286	337		353	322	355	679	345	220	143	386	263	118	149	121	051	113	102	127	136	069	095	135	21.0254	21.0131
41	283	332	205	232	243	066	241	283	414	353		241	335	273	918	116	038	178	630	097	136	096	020	108	111	106	100	022	104	091	19.5800	7.9154
42	227	349	403	472	487	106	477	676	275	322	241		364	253	253	842	216	168	214	136	214	186	061	198	207	223	209	073	156	248	36.4231	10.6985
43	149	200	181	214	220	072	221	209	678	355	335	364		425	410	333	673	368	411	286	182	150	051	130	160	165	152	076	134	162	10.3879	6.1130
44	060	048	018	059	045	045	052	049	178	679	273	253	425		391	303	397	939	446	285	129	093	073	079	093	099	098	098	091	123	35.6325	14.1303
45	248	260	149	186	186	074	190	174	333	345	918	253	410	391		211	220	330	887	187	143	096	041	109	116	109	102	047	105	099	21.4337	6.6540
46	149	211	272	342	342	113	344	172	092	220	116	842	333	303	211		358	277	277	201	179	163	095	170	184	177	174	097	133	223	39.9984	10.6718
47	-010	-027	013	042	032	061	043	-096	-088	143	038	216	673	397	220	358		432	386	306	089	074	077	064	090	073	076	084	076	105	14.0802	9.0273
48	-009	-052	-073	-026	-053	038	-041	-072	066	386	178	168	368	939	330	277	432		438	303	092	061	068	046	070	065	060	091	070	092	40.5016	14.9912
49	155	122	052	093	082	069	092	012	170	263	630	214	411	446	887	277	386	438		252	121	077	057	087	098	090	083	066	084	088	23.2875	6.8153
50	-075	-055	-025	-007	-017	049	-005	-026	081	118	097	136	286	285	187	201	306	303	252		223	163	196	165	176	150	165	121	156	186	56.6856	21.8031
51	016	162	092	104	109	040	111	147	156	149	136	214	182	129	143	179	089	092	121	223		537	270	532	450	439	469	377	428	414	6.6700	2.9031
52	089	164	200	175	206	072	208	117	128	121	096	186	150	093	096	163	074	061	077	163	537		256	476	592	540	632	433	342	591	4.5300	2.3075
53	011	028	060	063	068	052	075	-019	-007	051	020	061	051	073	041	095	077	068	057	196	270	256		287	168	133	244	290	157	236	1.7943	1.5888
54	096	157	157	151	170	043	168	130	111	113	108	198	130	079	109	170	064	046	087	165	532	476	287		457	439	488	402	344	512	3.4379	2.1256
55	113	169	200	196	218	066	218	127	125	102	111	207	160	093	116	184	090	070	098	176	450	592	168	457		572	580	402	430	620	3.7629	2.4396
56	058	143	168	173	189	051	187	166	149	127	106	223	165	099	109	177	073	065	090	150	439	540	133	439	572		608	355	313	652	5.6172	2.7173
57	103	158	208	203	227	064	225	143	129	136	100	209	152	098	102	174	076	060	083	165	469	632	244	488	580	608		428	354	637	5.1571	2.2314
58	006	061	077	075	084	046	088	000	018	069	022	073	076	098	047	097	084	091	066	121	377	433	290	402	402	355	428		320	492	1.2267	1.3120
59	062	115	125	153	155	064	159	103	105	095	104	156	134	091	105	133	076	070	084	156	428	342	157	344	430	313	354	320		392	4.7922	2.3697
60	107	162	240	255	274	083	273	148	114	135	091	248	162	123	099	223	105	092	088	186	414	591	236	512	620	652	637	492	392		10.2878	4.9956

Decimal points omitted

Table B-3

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 12 (N = 3027) for Subsample 0

Variable

Variable	R-101 SCREENING	R-102 VOCABULARY	R-103 LITERATURE	R-104 MUSIC	R-105 SOCIAL STUDIES	R-106 MATHEMATICS	R-107 PHYSICAL SCI.	R-108 BIOLOGICAL SCI.	R-109 SCIENTIFIC ATT.	R-110 AERO. AND SPACE	R-111 ELECTR.	R-112 MECHANICS	R-113 FARMING	R-114 HOME ECONOMICS	R-115 SPORTS	R-190 INFO. TOTAL (I)	R-211 MEMORY SENT.	R-212 MEMORY WORDS	R-220 DISGUISED WORDS	R-231 SPELLING	R-232 CAPITALIZATION	R-233 PUNCTUATION	R-234 ENGLISH USAGE	R-235 EXPRESSION	R-230 ENGLISH TOTAL	R-240 WORD FUNCTIONS	R-250 READING COMP.	R-260 CREATIVITY	R-270 MECH. REASON.	R-281 VISUAL. 2-DIM.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	MEAN	S.D.
1		382	328	280	406	252	293	260	324	250	260	371	312	278	326	437	097	144	275	292	332	278	278	244	363	204	373	253	201	108	11.5534	1.1055
2	382		721	666	717	688	743	603	589	631	629	567	422	469	531	884	158	353	539	442	377	567	528	476	607	546	738	582	519	272	13.9802	3.8096
3	328	721		669	734	630	650	527	495	555	472	390	307	388	547	811	128	347	522	455	340	534	478	433	569	530	702	495	358	184	13.8041	4.6653
4	280	666	669		616	574	577	454	451	522	474	367	260	382	490	738	070	301	514	398	289	463	436	385	500	464	594	468	343	198	6.4424	3.0501
5	406	717	734	616		636	679	548	517	541	505	442	384	394	576	832	149	332	456	437	374	541	474	425	575	503	699	480	391	221	16.5920	4.9950
6	252	688	630	574	636		756	475	482	538	573	416	270	372	507	815	163	388	472	432	331	617	486	442	593	631	631	510	502	286	11.2299	6.1466
7	293	743	650	577	679	756		596	517	639	703	520	358	418	475	864	163	344	453	377	329	560	482	425	557	539	654	539	546	276	10.3783	4.3634
8	260	603	527	454	548	475	596		431	514	524	476	445	409	317	692	132	219	327	251	273	385	378	334	413	389	519	450	439	213	6.7823	2.2452
9	324	589	495	451	517	482	517	431		450	455	426	313	333	393	646	149	255	385	300	300	423	408	377	459	420	580	449	420	235	6.5385	1.8815
10	250	631	555	522	541	538	639	514	450		632	502	311	384	386	732	129	197	371	234	243	378	380	336	399	368	559	514	509	208	5.0866	2.4489
11	260	629	472	474	505	573	703	524	455	632		628	367	450	304	760	129	213	339	220	239	396	351	325	392	372	513	536	581	266	10.4926	4.5128
12	371	567	390	367	442	416	520	476	426	502	628		497	456	290	664	131	166	335	218	277	329	340	290	371	276	453	484	536	225	13.5296	3.1735
13	312	422	307	260	384	270	358	445	313	311	367	497		352	264	502	137	160	234	221	255	296	293	239	334	227	363	360	371	163	8.5385	2.1399
14	278	469	388	382	394	372	418	409	333	384	450	456	352		275	575	133	178	280	202	208	270	272	242	303	267	375	408	332	183	9.2213	2.9118
15	326	531	547	490	576	507	475	317	393	386	304	290	264	275		626	078	258	377	380	287	381	367	315	439	359	513	335	232	169	8.7734	2.9410
16	437	884	811	738	832	815	864	692	646	732	760	664	502	575	626		181	377	557	464	409	620	561	501	651	597	781	643	590	304	152.9422	37.5150
17	097	158	128	070	149	163	163	132	149	129	129	131	137	133	078	181		292	097	153	248	222	218	191	266	155	199	204	175	122	8.6333	2.9563
18	144	353	347	301	332	388	344	219	255	197	213	166	160	178	258	377	292		325	351	277	404	342	299	428	380	373	296	237	169	11.1639	5.2608
19	275	539	522	514	456	472	453	327	385	371	339	335	234	280	377	557	097	325		490	296	491	454	419	542	472	569	487	368	302	15.6326	7.0445
20	292	442	455	398	437	432	377	251	300	234	220	218	221	202	380	464	153	351	490		455	576	491	423	740	436	477	315	165	150	9.5068	3.0921
21	332	377	340	289	374	331	329	273	300	243	239	277	255	208	287	409	248	277	296	455		551	537	464	784	302	394	301	257	190	29.4120	3.9295
22	278	567	534	463	541	617	560	385	423	378	396	329	296	270	381	620	222	404	491	576	551		624	532	865	607	588	436	398	260	17.5094	4.5611
23	278	528	478	436	474	486	482	378	408	380	351	340	293	272	367	561	218	342	454	491	537	624		545	814	468	537	411	348	242	16.9551	3.4728
24	244	476	433	385	425	442	425	334	377	336	325	290	239	242	315	501	191	299	419	423	464	532	545		707	410	547	411	329	247	8.9812	2.2653
25	363	607	569	500	575	593	557	413	459	399	392	371	334	303	439	651	266	428	542	740	784	865	814	707		572	641	473	385	276	82.3644	13.7397
26	204	546	530	464	503	631	539	389	420	368	372	276	227	267	359	597	155	380	472	436	302	607	468	410	572		593	470	395	279	10.1348	5.1898
27	373	738	702	594	699	631	654	519	580	559	513	453	363	375	513	781	199	373	569	477	394	588	537	547	641	593		622	495	295	32.6670	10.3510
28	253	582	495	468	480	510	539	450	449	514	536	484	360	408	335	643	204	296	487	315	301	436	411	411	473	470	622		566	346	10.1130	4.2174
29	201	519	358	343	391	502	546	439	420	509	581	536	371	332	232	590	175	237	368	165	257	398	348	329	385	395	495	566		468	13.2854	3.9434
30	108	272	184	198	221	286	276	213	235	208	266	225	163	183	169	304	122	169	302	150	190	260	242	247	276	279	295	346	468		14.4939	5.6982
31	093	375	276	274	316	418	420	328	304	372	438	378	229	300	137	448	146	212	268	138	207	340	273	289	320	356	390	465	607	461	9.6914	3.3769
32	160	491	419	401	438	531	511	345	411	403	409	339	246	240	323	547	153	300	405	303	289	464	385	386	466	466	555	493	566	403	9.4668	2.9240
33	263	620	517	458	575	670	599	439	504	463	504	439	342	362	428	689	204	372	439	422	427	604	521	493	631	536	616	510	496	317	9.7760	3.6258
34	219	617	561	506	583	837	671	414	454	464	490	339	231	306	465	712	183	397	438	448	388	647	500	466	630	619	595	474	468	307	12.2088	5.6897
35	254	666	586	525	625	832	693	457	510	499	534	407	295	353	486	757	206	417	472	472	435	679	547	514	679	632	650	526	516	336	21.9848	8.6444
36	174	530	493	466	488	767	603	368	400	437	446	273	163	271	412	629	141	342	387	377	304	526	422	393	518	538	495	423	415	278	4.4992	3.1511
37	245	662	590	535	618	856	703	455	505	507	536	390	273	348	490	760	198	418	472	469	420	671	540	506	668	638	640	524	514	336	26.4840	11.2230
38	217	351	298	267	372	419	346	203	278	217	212	201	189	166	349	393	172	244	295	383	343	432	350	324	470	352	416	284	225	198	31.5345	20.3506
39	097	110	133	104	131	138	104	053	075	071	077	104	070	060	125	139	058	098	199	116	101	129	106	122	145	109	174	133	145	206	10.2577	10.1736
40	162	177	188	168	172	187	153	088	101	093	069	081	070	085	198	189	060	176	354	287	174	211	195	184	264	199	246	152	128	231	24.7902	20.8155
41	089	120	124	144	081	119	113	076	103	104	106	099	044	074	130	141	087	105	229	080	106	101	108	091	124	112	169	205	247	300	21.9078	8.1413
42	283	367	309	276	378	461	358	193	276	187	210	195	200	171	374	408	218	303	367	455	411	490	381	339	535	382	372	282	217	234	40.8209	11.0799
43	099	072	099	078	091	119	057	018	023	017	038	057	038	045	107	094	058	097	237	107	074	100	082	057	108	105	097	096	111	213	13.9392	8.2056
44	105	015	057	052	026	075	004	-027	-013	-041	-057	-042	-018	015	103	025	054	098	288	174	080	074	069	044	111	110	067	034	033	202	38.1212	14.7591
45	089	088	099	115	050	089	077	050	070	072	080	082	024	064	109	106	087	089	218	052	088	065	080	053	087	089	120	180	227	297	23.4400	7.3822
46	244	273	230	204	277	358	265	132	198	117	151	137	150	126	285	302	184	254	308	372	337	388	293	253	425	293	241	201	151	191	43.9164	11.0993
47	064	007	028	022	017	055	-013	-024	-039	-045	-015	-011	-009	013	049	013	036	058	187	057	019	032	027	-031	030	062	-018	023	035	139	17.6207	10.0485
48	061	-060	-012	-009	-045	012	-063	-074	-062	-094	-103	-090	-054	-018	042	-053	042	046	207	093	024	-000	001	-026	023	051	-025	-025	-016	153	42.5649	15.4513
49	078	043	061	071	011	048	029	015	026	028	043	054	-000	045	073	056	077	062	182	016	058	018	041	006	037	054	053	133	179	260	24.9722	7.4620
50	145	-108	-063	-088	-087	-115	-112	-074	-091	-095	-110	-046	-028	-056	-017	-105	020	-031	016	-017	-005	-091	-098	-135	-082	-097	-121	-088	-096	-027	61.3026	26.5707
51	189	061	064	087	045	043	002	009	026	-006	-043	059	047	062	149	061	-002	044	140	095	051	060	039	045	073	037	060	045	-019	012	6.5702	2.9544
52	152	170	188	210	136	163	142	098	129	158	102	093	065	120	131	190	021	099	210	140	095	161	128	134	167	168	171	130	074	044	4.4232	2.2972
53	112	096	092	070	066	028	035	045	062	080	039	099	036	049	093	085	011	002	116	060	018	025	015	002	031	022	077	059	022	028	2.0317	1.6887
54	169	144	131	146	129	133	109	097	087	085	051	105	129	130	209	164	007	064	149	115	088	110	089	084	124	087	116	088	039	053	3.8388	2.1638
55	199	213	197	191	170	225	195	150	142	178	169	141	127	176	143	242	068	117	169	149	121	191	149	141	193	166	162	168	157	094	4.5814	2.5395
56	156	125	112	134	091	135	079	034	043	068	057	062	037	113	089	124	016	067	129	134	081	126	089	080	131	103	096	079	026	034	5.4149	2.8321
57	101	071	114	153	054	099	046	049	011	031	006	-004	030	110	067	087	010	043	101	088	049	109	075	070	100	101	060	050	-027	004	4.7539	2.3653
58	085	128	148	167	119	177	120	080	076	059	057	038	022	083	164	149	011	077	154	118	061	135	085	060	120	147	102	086	019	037	1.4004	1.4255
59	181	211	196	197	168	196	179	166	145	150	168	164	104	160	154	234	060	122	178	140	111	170	127	125	172	156	189	161	113	073	5.3264	2.4238
60	187	204	171	167	159	237	187	132	125	144	172	156	120	166	100	228	015	094	189	164	122	201	151	132	198	202	173	167	108	077	11.7562	5.3637

Decimal points omitted

Table B-3 (Continued)

Intercorrelations among 60 Project Talent Test scores
Boys, Grade 12 (N = 3027) for Subsample C

Variable	R-282 VISUAL. 3-DIM. 31	R-290 ABSTRACT REASON. 32	R-311 MATH I. REAS. 33	R-312 MATH II. INTRO. 34	R-320 MATH SUBTOTAL 35	R-333 MATH III. ADV. 36	R-340 MATH TOTAL 37	F-410 ARITH. COMPUT. 38	F-420 TABLE READING 39	F-430 CLERICAL CHECK. 40	F-440 OBJECT INSPECT. 41	R-410 ARITH. COMPUT. 42	R-420 TABLE READING 43	R-430 CLERICAL CHECK. 44	R-440 OBJECT INSPECT. 45	A-410 ARITH. COMPUT. 46	A-420 TABLE READING 47	A-430 CLERICAL CHECK. 48	A-440 OBJECT INSPECT. 49	A-500 PREFERENCES 50	R-601 SOCIABILITY 51	R-602 SOCIAL SENSIT. 52	R-603 IMPULSIVENESS 53	R-604 VIGOR 54	R-605 CALMNESS 55	R-606 TIDINESS 56	R-607 CULTURE 57	R-608 LEADERSHIP 58	R-609 SELF-CONFIDENCE 59	R-610 MATURITY 60	MEAN	S.D.
1	093	160	263	219	254	174	245	217	097	162	089	283	099	105	089	244	064	061	078	145	189	152	112	169	199	156	101	085	181	187	.5534	1.1055
2	375	491	620	617	666	530	662	351	110	177	120	367	072	015	088	273	007	-060	043	-108	061	170	096	144	213	125	071	128	211	204	13.9802	3.8096
3	276	419	517	561	586	493	590	298	133	188	124	309	099	057	099	230	028	-012	061	-063	064	188	092	131	197	112	114	148	196	171	13.8041	4.6653
4	274	401	458	506	525	466	535	267	104	168	144	276	078	052	115	204	022	-009	071	-088	087	210	070	146	191	134	153	167	197	167	6.4424	3.0501
5	316	438	575	583	625	488	618	372	131	172	081	378	091	026	050	277	017	-045	011	-087	045	136	066	129	170	091	054	119	168	159	16.5920	4.9950
6	418	531	670	837	832	767	856	419	138	187	119	461	119	075	089	358	055	012	048	-115	043	163	028	133	225	135	099	177	196	237	11.2299	6.1466
7	420	511	599	671	693	603	703	346	104	153	113	358	057	004	077	265	-013	-063	029	-112	002	142	035	109	195	079	046	120	179	187	10.3783	4.3634
8	328	345	439	414	457	368	455	203	053	088	076	193	018	-027	050	132	-024	-074	015	-074	009	098	045	097	150	034	049	080	166	132	6.7823	2.2452
9	304	411	504	454	510	400	505	278	075	101	103	276	023	-013	070	198	-039	-062	026	-091	026	129	062	087	142	043	011	076	145	125	6.5385	1.8815
10	372	403	463	464	499	437	507	217	071	093	104	187	017	-041	072	117	-045	-094	028	-095	-006	158	080	085	178	068	031	059	150	144	5.0866	2.4489
11	438	409	504	490	534	446	536	212	077	069	106	210	038	-057	080	151	-015	-103	043	-110	-043	102	039	051	169	057	006	057	168	172	10.4926	4.5128
12	378	339	439	339	407	273	390	201	104	081	099	195	057	-042	082	137	-011	-090	054	-046	059	093	099	105	141	062	-004	038	164	156	13.5296	3.1735
13	229	246	342	231	295	163	273	189	070	070	044	200	038	-018	024	150	-009	-054	-000	-028	047	065	036	129	127	037	030	022	104	120	8.5385	2.1399
14	300	240	362	306	353	271	348	166	060	085	074	171	045	015	064	126	013	-018	045	-056	062	120	049	130	176	113	110	083	160	166	9.2213	2.9118
15	137	323	428	465	486	412	490	349	125	198	130	374	107	103	109	285	049	042	073	-017	149	131	093	209	143	089	067	164	154	100	8.7734	2.9410
16	448	547	689	712	757	629	760	393	139	189	141	408	094	025	106	302	013	-053	056	-105	061	190	085	164	242	124	087	149	234	228	152.9422	37.5150
17	146	153	204	183	206	141	198	172	058	060	087	218	058	054	087	184	036	042	077	020	-002	021	011	007	068	016	010	011	060	015	8.6333	2.9563
18	212	300	372	397	417	342	418	244	098	176	105	303	097	098	089	254	058	046	062	-031	044	099	002	064	117	067	043	077	122	094	11.1639	5.2608
19	268	405	439	438	472	387	472	295	199	354	229	367	237	288	218	308	187	207	182	016	140	210	116	149	169	129	101	154	178	189	15.6326	7.0445
20	138	303	422	448	472	377	469	383	116	287	080	455	107	174	052	372	057	093	016	-017	095	140	060	115	149	134	088	118	140	164	9.5068	3.0921
21	207	289	427	388	435	304	420	343	101	174	106	411	074	080	088	337	019	024	058	-005	051	095	018	088	121	081	049	061	111	122	29.4120	3.9295
22	340	464	604	647	679	526	671	432	129	211	101	490	100	074	065	388	032	-000	018	-091	060	161	025	110	191	126	109	135	170	201	17.5094	4.5611
23	273	385	521	500	547	422	540	350	106	195	108	381	082	069	080	293	027	001	041	-098	039	128	015	089	149	089	075	085	127	151	16.9551	3.4728
24	289	386	493	466	514	393	506	324	122	184	091	339	057	044	053	253	-031	-026	006	-135	045	134	002	084	141	080	070	060	125	132	8.9812	2.2653
25	320	466	631	630	679	518	668	470	145	264	124	535	108	111	097	425	030	023	037	-082	073	167	031	124	193	131	100	120	172	198	82.3644	13.7397
26	356	466	536	619	632	538	638	352	109	199	112	382	105	110	089	293	062	051	054	-097	037	168	022	087	166	103	101	147	156	202	10.1348	5.1898
27	390	555	616	595	650	495	640	416	174	246	169	372	097	067	120	241	-018	-025	053	-121	060	171	077	116	162	096	060	102	189	173	32.6670	10.3510
28	465	493	510	474	526	423	524	284	133	152	205	282	096	034	180	201	023	-025	133	-088	045	130	059	088	168	079	050	086	161	167	10.1130	4.2174
29	607	566	496	468	516	415	514	225	145	128	247	217	111	033	227	151	035	-016	179	-096	-019	074	022	039	157	026	-027	019	113	108	13.2854	3.9434
30	461	403	317	307	336	278	336	198	206	231	300	234	213	202	297	191	139	153	260	-027	012	044	028	053	094	034	004	037	073	077	14.4939	5.6982
31		537	446	415	460	368	458	215	130	107	252	199	086	025	224	133	009	-017	169	-119	-056	038	-002	008	093	015	-014	037	067	092	9.6914	3.3769
32	537		534	538	578	457	573	337	137	194	241	325	099	071	206	226	023	004	144	-132	000	095	-001	061	118	061	020	075	094	109	9.4668	2.9240
33	446	534		708	885	591	848	443	132	177	105	490	110	048	070	382	046	-019	023	-122	036	107	028	105	178	079	019	114	162	189	9.7760	3.6258
34	415	538	708		955	775	953	461	137	194	115	540	122	078	085	437	061	013	042	-118	044	133	013	102	190	122	067	160	178	206	12.2088	5.6897
35	460	578	885	955		758	983	489	146	202	120	561	126	072	085	448	059	000	038	-129	044	132	020	111	200	114	052	153	185	215	21.9848	8.6444
36	368	457	591	775	758		865	353	121	172	115	439	125	087	094	368	081	034	062	-086	053	128	034	122	206	096	082	164	181	203	4.4992	3.1511
37	458	573	848	953	983	865		476	146	204	125	555	132	080	092	448	068	010	046	-124	049	138	025	120	212	115	063	164	193	223	26.4840	11.2230
38	215	337	443	461	489	353	476		274	285	162	704	194	112	103	326	039	015	027	-052	092	063	001	105	102	127	040	070	083	146	31.5345	20.3506
39	130	137	132	137	146	121	146	274		370	380	266	814	320	352	186	317	241	282	101	084	039	025	050	087	069	047	042	066	070	10.2577	10.1736
40	107	194	177	194	202	172	204	285	370		310	343	392	720	314	282	265	468	283	086	135	105	050	100	106	118	096	084	116	121	24.7902	26.8155
41	252	241	105	115	120	115	125	162	380	310		235	394	329	951	214	258	280	790	115	064	060	074	055	060	036	044	074	061	054	21.9078	8.1413
42	199	325	490	540	561	439	555	704	266	343	235		331	322	234	901	271	256	207	099	152	102	061	179	171	166	085	161	144	229	40.8209	11.0799
43	086	099	110	122	126	125	132	194	814	392	394	331		495	436	322	809	455	434	218	112	060	059	082	099	073	058	079	081	092	13.9392	8.2056
44	025	071	048	078	072	087	080	112	320	720	329	322	495		408	360	485	950	449	246	156	112	097	122	109	123	128	135	100	139	38.1212	14.7591
45	224	206	070	085	085	094	092	103	352	314	951	234	436	408		249	356	379	941	180	077	074	096	074	073	048	059	091	071	068	23.4400	7.3822
46	133	226	382	437	448	368	448	326	186	282	214	901	322	360	249		337	332	259	163	146	097	081	174	165	142	088	171	141	216	43.9164	11.0993
47	009	023	046	061	059	081	068	039	317	265	258	271	809	485	356	337		499	423	254	098	058	072	083	074	050	046	087	065	080	17.6207	10.0485
48	-017	004	-019	013	000	034	010	015	241	468	280	256	455	950	379	332	499		444	274	138	095	102	111	092	104	120	134	075	123	42.5649	15.4513
49	169	144	023	042	038	062	046	027	282	283	790	207	434	449	941	259	423	444		231	083	082	110	086	080	056	068	099	074	075	24.9722	7.4620
50	-119	-132	-122	-118	-129	-086	-124	-052	101	086	115	099	218	246	180	163	254	274	231		176	080	201	124	124	088	115	113	066	116	61.3026	26.5707
51	-056	000	036	044	044	053	049	092	084	135	064	152	112	156	077	146	098	138	083	176		501	259	501	404	381	413	392	333	409	6.5702	2.9544
52	038	095	107	133	132	128	138	063	039	105	060	102	060	112	074	097	058	095	082	080	501		219	436	562	488	556	408	280	558	4.4232	2.2972
53	-002	-001	028	013	020	034	025	001	025	050	074	061	059	097	096	081	072	102	110	201	259	219		235	147	087	190	260	136	198	2.0317	1.6887
54	008	061	105	102	111	122	120	105	050	100	055	179	082	122	074	174	083	111	086	124	501	436	235		421	429	421	439	299	561	3.8388	2.1638
55	093	118	178	190	200	206	212	102	087	106	060	171	099	109	073	165	074	092	080	124	404	562	147	421		477	479	360	435	588	4.5814	2.5395
56	015	061	079	122	114	096	115	127	069	118	036	166	073	123	048	142	050	104	056	088	381	488	087	429	477		546	332	278	606	5.4149	2.8321
57	-014	020	019	067	052	082	063	040	047	096	044	085	058	128	059	088	046	120	068	115	413	556	190	421	479	546		431	294	536	4.7539	2.3653
58	037	075	114	160	153	164	164	070	042	084	074	161	079	135	091	171	087	134	099	113	392	408	260	439	360	332	431		315	485	1.4004	1.4255
59	067	094	162	178	185	181	193	083	066	116	061	144	081	100	071	141	065	075	074	066	333	280	136	299	435	278	294	315		409	5.3264	2.4238
60	092	109	189	206	215	203	223	146	070	121	054	229	092	139	068	216	080	123	075	116	409	558	198	561	588	606	536	485	409		11.7562	5.3637

Decimal points omitted

Table B-4

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 12 (N = 3061) for Subsample 0

Variable	R-101 SCREENING	R-102 VOCABULARY	R-103 LITERATURE	R-104 MUSIC	R-105 SOCIAL STUDIES	R-106 MATHEMATICS	R-107 PHYSICAL SCI	R-108 BIOLOGICAL SCI.	R-109 SCIENTIFIC ATT.	R-110 AERO. AND SPACE	R-111 ELECTR.	R-112 MECHANICS	R-113 FARMING	R-114 HOME ECON.	R-115 SPORTS	R-190 INFO. TOTAL (I)	R-211 MEMORY SENT.	R-212 MEMORY WORDS	R-220 DISGUISED WORDS	R-231 SPELLING	R-232 CAPITALIZATION	R-233 PUNCTUATION	R-234 ENGLISH USAGE	R-235 EXPRESSION	R-230 ENGLISH TOTAL	R-240 WORD FUNCTIONS	R-250 READING COMP.	R-260 CREATIVITY	R-270 MECH. REASON.	R-281 VISUAL. 2-DIM.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	MEAN	S.D.
1		250	225	233	276	143	157	159	214	099	168	207	239	271	207	304	112	144	223	177	252	220	168	148	252	166	273	193	169	160	11.7351	.7653
2	250		704	668	723	621	670	615	559	433	483	493	518	475	533	866	238	469	521	413	362	570	498	460	602	562	745	556	530	308	12.6560	4.0630
3	225	704		660	722	604	617	564	490	409	405	368	433	354	480	813	211	423	467	385	317	515	475	424	552	520	704	465	429	232	13.8063	4.7055
4	233	668	660		650	535	554	476	446	374	383	362	392	350	471	746	186	372	500	370	306	473	440	386	515	464	631	458	418	252	7.0647	2.9488
5	276	723	722	650		613	650	578	498	391	442	425	497	408	513	843	227	429	452	400	337	543	460	413	565	528	716	495	445	246	14.6286	4.8297
6	143	621	604	535	613		707	515	427	377	493	379	352	311	432	779	234	424	395	354	265	531	432	347	513	613	566	432	479	276	8.0301	5.3159
7	157	670	617	554	650	707		599	454	450	558	466	443	376	465	822	239	418	380	314	275	485	423	339	486	548	612	476	538	270	7.2339	3.9747
8	159	615	564	476	578	515	599		440	355	414	445	483	379	378	716	202	365	361	285	254	434	386	326	444	460	577	438	449	240	5.8239	2.2146
9	214	559	490	446	498	427	454	440		283	316	354	390	365	383	621	169	329	375	257	253	439	370	357	440	425	586	409	432	260	6.4668	1.8236
10	099	433	409	374	391	377	450	355	283		398	350	306	225	366	540	110	253	240	159	156	264	236	213	270	277	390	341	385	193	2.7605	1.7256
11	168	483	405	383	442	493	558	414	316	398		465	350	338	367	635	159	255	252	190	194	299	258	203	303	324	394	386	407	230	5.7625	2.8054
12	207	493	368	362	425	379	466	445	354	350	465		528	459	385	630	181	277	278	177	209	315	267	226	316	323	442	447	443	290	8.6227	3.0197
13	239	518	433	392	497	352	443	483	390	306	350	528		472	411	636	191	339	314	238	248	392	336	277	395	370	506	419	401	263	7.7102	2.4208
14	271	475	354	350	408	311	376	379	365	225	338	459	472		331	577	160	252	264	212	249	340	292	261	355	309	423	419	365	253	13.6168	3.2230
15	207	533	480	471	513	432	465	378	383	366	367	385	411	331		641	152	298	328	264	236	349	296	288	373	364	499	417	397	238	5.9307	2.5202
16	304	866	813	746	843	779	822	716	621	540	635	630	636	577	641		273	502	525	421	377	613	531	462	632	630	792	615	608	352	131.8455	33.5982
17	112	238	211	186	227	234	239	202	169	110	159	181	191	160	152	273		375	165	208	255	276	251	211	313	246	286	277	207	174	9.3551	3.1226
18	144	469	423	372	429	424	418	365	329	253	255	277	339	252	298	502	375		415	391	323	467	400	363	507	449	490	394	330	265	13.2587	5.6376
19	223	521	467	500	452	395	380	361	375	240	252	278	314	264	328	525	165	415		498	324	510	445	417	569	494	564	459	370	329	17.4698	6.9302
20	177	413	385	370	400	354	314	285	257	159	190	177	238	212	264	421	208	391	498		432	537	484	390	727	424	444	316	197	175	11.0908	2.6585
21	252	362	317	306	337	265	275	254	253	156	194	209	248	249	236	377	255	323	324	432		547	508	450	753	314	378	276	241	209	30.5815	2.7675
22	220	570	515	473	543	531	485	434	439	264	299	315	392	340	349	613	276	467	510	537	547		611	507	870	622	599	438	431	317	19.6393	4.1874
23	168	498	475	440	460	432	423	386	370	236	258	267	336	292	296	531	251	400	445	484	508	611		502	809	481	512	373	343	226	17.9170	3.0452
24	148	460	424	386	413	347	339	326	357	213	203	226	277	261	288	462	211	363	417	390	450	507	502		688	395	502	353	294	234	9.4828	1.9584
25	252	602	552	515	565	513	486	444	440	270	303	316	395	355	373	632	313	507	569	727	753	870	809	688		596	634	459	402	306	88.7115	11.4714
26	166	562	520	464	528	613	548	460	425	277	324	323	370	309	364	630	246	449	494	424	314	622	481	395	596		613	480	474	298	11.6335	5.5702
27	273	745	704	631	716	566	612	577	586	390	394	442	506	423	499	792	286	490	564	444	378	599	512	502	634	613		601	531	329	33.2787	9.4243
28	193	556	465	458	495	432	476	438	409	341	386	447	419	419	417	615	277	394	459	316	276	438	373	353	459	480	601		496	332	9.1457	3.8549
29	169	530	429	418	445	479	538	449	432	385	407	443	401	365	397	608	207	330	370	197	241	431	343	294	402	474	531	496		419	8.7537	3.5633
30	160	308	232	252	246	276	270	240	260	193	230	290	263	253	238	352	174	265	329	175	209	317	226	234	306	298	329	332	419		11.9801	5.6817
31	147	437	351	360	384	420	448	376	368	313	328	380	375	347	312	518	180	330	312	165	220	401	318	266	367	426	478	456	570	451	8.3986	3.0974
32	192	510	442	450	468	457	460	379	420	267	292	313	338	331	357	558	210	386	430	288	310	481	382	367	481	472	573	466	525	382	9.0617	2.9218
33	189	604	509	475	575	583	552	452	492	321	389	402	412	390	408	670	267	432	425	405	392	587	468	425	599	585	635	506	506	336	8.6808	3.5874
34	157	573	525	475	570	793	634	463	408	332	425	354	343	304	399	691	277	407	398	397	353	575	476	367	576	600	557	446	474	303	10.1147	4.7667
35	189	648	572	525	632	777	662	506	491	362	452	414	412	377	445	754	301	462	453	442	408	641	522	433	647	655	653	521	539	351	18.7955	7.5608
36	086	437	407	370	423	679	509	347	312	323	366	253	223	200	308	540	183	315	290	256	227	395	331	267	392	451	393	336	390	233	3.2568	2.4422
37	176	641	572	523	624	809	671	503	481	379	463	403	393	358	443	754	292	458	444	426	391	624	511	422	629	651	633	512	540	346	22.0523	9.3074
38	207	349	277	292	340	368	299	240	287	134	217	244	289	248	280	398	191	310	355	395	345	461	353	294	487	393	400	311	257	248	33.4548	17.9879
39	154	077	089	123	095	055	048	039	052	017	053	056	051	062	073	095	066	112	241	119	096	102	086	064	122	114	131	164	078	243	11.3930	7.9677
40	156	192	175	220	164	140	138	096	136	057	112	087	086	087	129	191	096	193	386	265	144	204	168	141	239	200	221	195	143	232	31.5273	19.0982
41	172	177	157	201	154	127	162	115	128	102	118	150	135	171	137	206	108	170	281	128	159	180	149	103	191	175	241	262	248	322	23.2581	7.2881
42	248	342	286	289	345	413	325	232	273	150	252	245	291	246	300	414	237	345	398	448	421	488	375	313	537	425	382	327	262	295	41.5158	10.7278
43	138	063	077	109	085	059	045	025	035	004	060	043	037	059	070	084	090	134	267	134	090	098	081	046	118	110	115	158	068	251	14.3728	7.0224
44	092	044	065	088	051	065	045	014	-010	-012	038	-011	-023	-021	033	048	090	119	315	166	070	081	070	005	104	112	064	074	042	199	41.8102	13.7977
45	162	141	120	171	121	103	138	092	089	087	104	124	105	148	115	168	098	147	264	102	130	135	108	069	145	146	192	235	224	313	24.5995	6.6569
46	227	276	240	235	286	366	282	185	215	133	227	202	240	200	257	349	222	304	351	398	390	416	321	268	469	367	303	277	217	269	44.2029	10.1335
47	093	035	049	072	058	050	033	006	011	-010	055	021	015	043	052	056	096	128	238	121	065	074	058	018	089	084	075	119	043	206	17.3525	7.7039
48	049	-029	006	016	-008	021	-004	-025	-075	-042	-001	-055	-070	-067	-015	-024	075	069	239	098	027	013	016	-058	028	056	-017	008	-010	156	45.2378	13.9550
49	136	089	068	123	074	069	099	059	037	063	080	085	063	110	081	112	078	109	223	064	087	074	054	026	082	101	120	184	178	275	25.9409	6.6089
50	114	-080	-027	-077	-062	-088	-082	-051	-111	-038	-031	-017	-049	-028	-066	-077	053	010	060	004	004	-073	-061	-060	-051	-079	-076	-003	-110	063	60.2728	23.1830
51	154	-027	-022	032	-017	-048	-071	-069	014	-060	-040	-039	-021	-007	041	-031	014	-018	100	047	060	025	001	010	037	-009	-014	000	-039	035	7.2901	2.8987
52	142	162	171	185	143	110	097	128	136	066	083	048	050	082	094	161	048	092	213	140	117	141	139	150	175	140	170	114	075	075	5.6762	2.2540
53	075	136	158	140	133	066	113	131	081	097	103	106	070	041	102	148	-012	031	129	039	009	012	023	014	024	050	132	081	102	051	2.0418	1.7456
54	102	089	096	118	109	098	095	074	092	040	074	085	075	046	139	125	027	037	124	072	061	067	052	065	081	066	090	097	099	082	3.7563	2.1803
55	120	162	144	170	156	156	132	108	118	062	108	107	102	095	122	181	074	092	159	130	110	144	125	113	161	150	140	136	094	110	4.9043	2.5747
56	122	023	-003	052	024	007	-030	-031	011	-059	-016	-008	-023	028	-003	005	030	027	119	122	065	052	064	058	090	058	020	008	-030	061	6.6321	2.7336
57	137	168	193	227	180	169	140	145	123	054	061	065	061	082	132	191	052	090	200	143	104	151	150	125	175	179	157	100	076	070	6.1970	2.1949
58	056	112	131	161	139	184	151	111	097	070	088	038	041	041	137	158	037	104	171	116	041	116	092	061	114	176	105	103	073	086	1.4443	1.4382
59	102	124	131	143	131	140	135	096	118	090	092	091	080	065	118	159	098	077	143	119	074	136	118	096	143	146	115	112	085	075	5.4995	2.6010
60	131	216	185	188	218	251	201	152	141	098	151	131	114	105	141	242	111	157	220	200	132	208	170	151	225	248	193	187	111	117	12.7063	5.2176

Decimal points omitted

Table B-4 (Continued)

Intercorrelations among 60 Project Talent Test scores
Girls, Grade 12 (N = 3061) for Subsample 0

Variable	R-282 VISUAL 3-DIM. 31	R-290 ABSTRACT REASON. 32	R-311 MATH I. REAS. 33	R-312 MATH II. INTRO. 34	R-320 MATH SUBTOTAL 35	R-333 MATH III. ADV. 36	R-340 MATH TOTAL 37	F-410 ARITH. COMPUT. 38	F-420 TABLE READING 39	F-430 CLERICAL CHECK. 40	F-440 OBJECT INSPECT. 41	R-410 ARITH. COMPUT. 42	R-420 TABLE READING 43	R-430 CLERICAL CHECK. 44	A-440 OBJECT INSPECT. 45	A-410 ARITH. COMPUT. 46	A-420 TABLE READING 47	A-430 CLERICAL CHECK. 48	A-440 OBJECT INSPECT. 49	A-500 PREFERENCES 50	B-601 SOCIABILITY 51	B-602 SOCIAL SENSIT. 52	B-603 IMPULSIVENESS 53	B-604 VIGOR 54	B-605 CALMNESS 55	B-606 TIDINESS 56	B-607 CULTURE 57	B-608 LEADERSHIP 58	B-609 SELF-CONFIDENCE 59	B-610 MATURITY 60	MEAN	S.D.
1	147	192	189	157	189	086	176	207	154	156	172	248	138	092	162	227	093	049	136	114	154	142	075	102	120	122	137	056	102	131	11.7351	.7653
2	437	510	604	573	648	437	641	349	077	192	177	342	063	044	141	276	035	-029	089	-080	-027	162	136	089	162	023	168	112	124	216	12.6560	4.0630
3	351	442	509	525	572	407	572	277	089	175	157	286	077	065	120	240	049	006	068	-027	-022	171	158	096	144	-003	193	131	131	185	13.8063	4.7055
4	360	450	475	475	525	370	523	292	123	220	201	289	109	088	171	235	072	016	123	-077	032	185	140	118	170	052	227	161	143	188	7.0647	2.9488
5	384	468	575	570	632	423	624	340	095	164	154	345	085	051	121	286	058	-008	074	-062	-017	143	133	109	156	024	180	139	131	218	14.6286	4.8297
6	420	457	583	793	777	679	809	368	055	140	127	413	059	065	103	366	050	021	069	-088	-048	110	066	098	156	007	169	184	140	251	8.0301	5.3159
7	448	460	552	634	662	509	671	299	048	138	162	325	045	045	138	282	033	-004	099	-082	-071	097	113	095	132	-030	140	151	135	201	7.2339	3.9747
8	376	379	452	463	506	347	503	240	039	096	115	232	025	014	092	135	006	-025	059	-051	-069	128	131	074	108	-031	145	111	096	152	5.8239	2.2146
9	368	420	492	408	491	312	481	287	052	136	128	273	035	-010	089	215	011	-075	037	-111	014	136	081	092	118	011	123	097	118	141	6.4668	1.8236
10	313	267	321	332	362	323	379	134	017	057	102	150	004	-012	087	133	-010	-042	063	-038	-060	066	097	040	062	-059	054	070	090	098	2.7605	1.7256
11	328	292	389	425	452	366	463	217	053	112	118	252	060	038	104	227	055	-001	080	-031	-040	083	103	074	108	-016	061	088	092	151	5.7625	2.8054
12	380	313	402	354	414	253	403	244	056	087	150	245	043	-011	126	202	021	-055	085	-017	-039	048	106	085	107	-008	065	038	091	131	8.6227	3.0197
13	375	338	412	343	412	223	393	289	051	086	135	291	037	-023	105	240	015	-070	063	-049	-021	050	070	075	102	-023	061	041	080	114	7.7102	2.4208
14	347	331	390	304	377	200	358	248	062	087	171	246	059	-021	148	200	043	-067	110	-028	-007	082	041	046	095	028	082	041	065	105	13.6168	3.2230
15	312	357	408	399	445	308	443	280	073	129	137	300	070	033	115	257	052	-015	081	-066	041	094	102	139	122	-003	132	137	118	141	5.9307	2.5202
16	518	558	670	691	754	540	754	398	095	191	206	414	084	048	168	349	056	-024	112	-077	-031	161	148	125	181	005	191	158	159	242	131.8455	33.5982
17	180	210	267	277	301	183	292	191	066	096	108	237	090	090	098	222	096	075	078	053	014	048	-012	027	074	030	052	037	098	111	9.3551	3.1226
18	330	386	432	407	462	315	458	310	112	193	170	345	134	119	147	304	128	069	109	010	-018	092	031	037	092	027	090	104	077	157	13.2587	5.6376
19	312	430	425	398	453	290	444	355	241	386	281	398	267	315	264	351	238	239	223	060	100	213	129	124	159	119	200	171	143	220	17.4698	6.9302
20	165	288	405	397	442	256	426	395	119	265	128	448	134	166	102	398	121	098	064	004	047	140	039	072	130	122	143	116	119	200	11.0908	2.6585
21	220	310	392	353	408	227	391	345	096	144	159	421	090	070	130	390	065	027	087	004	060	117	009	061	110	065	104	041	074	132	30.5815	2.7675
22	401	481	587	575	641	395	624	461	102	204	180	488	098	081	135	416	074	013	074	-073	025	141	012	067	144	052	151	116	136	208	19.6393	4.1874
23	318	382	468	476	522	331	511	353	086	168	149	375	081	070	108	321	058	016	054	-061	001	139	023	052	125	064	150	092	118	170	17.9170	3.0452
24	266	367	425	367	433	267	422	294	064	141	103	313	046	005	069	268	018	-058	026	-060	010	150	014	065	113	058	125	061	096	151	9.4828	1.9584
25	367	481	599	576	647	392	629	487	122	239	191	537	118	104	145	469	089	028	082	-051	037	175	024	081	161	090	175	114	143	225	88.7115	11.4714
26	426	472	585	600	655	451	651	393	114	200	175	425	110	112	146	367	084	056	101	-079	-009	140	050	066	150	058	179	176	146	248	11.6335	5.5702
27	478	573	635	557	653	393	633	400	131	221	241	382	115	064	192	303	075	-017	120	-076	-014	170	132	090	140	020	157	105	115	193	33.2787	9.4243
28	456	466	506	446	521	336	512	311	164	195	262	327	158	074	235	277	119	008	184	-003	000	114	081	097	136	008	100	103	112	187	9.1457	3.8549
29	570	525	506	474	539	390	540	257	078	143	248	262	068	042	224	217	043	-010	178	-110	-039	075	102	099	094	-030	076	073	085	111	8.7537	3.5633
30	451	382	336	303	351	233	346	248	243	232	322	295	251	199	313	269	206	156	275	063	035	075	051	082	110	061	070	086	075	117	11.9801	5.6817
31		520	469	431	494	340	491	256	154	134	283	255	134	051	252	208	086	006	196	-070	-047	043	050	062	085	-010	062	077	069	122	8.3986	3.0974
32	520		528	467	545	347	534	333	179	217	316	310	154	089	272	241	095	018	200	-103	000	121	058	090	111	030	118	105	092	152	9.0617	2.9218
33	469	528		631	872	449	826	436	114	191	194	473	112	071	156	410	086	006	097	-102	-006	109	060	071	140	023	116	108	116	227	8.6908	3.5874
34	431	467	631		930	671	931	451	096	174	157	518	101	099	130	464	085	051	089	-061	-007	111	033	099	166	031	149	168	155	264	10.1147	4.7667
35	494	545	872	930		636	979	491	115	200	191	551	117	096	155	487	094	035	102	-087	-007	122	049	096	171	031	149	157	153	274	18.7955	7.5668
36	340	347	449	671	636		779	290	070	114	117	354	084	076	130	328	081	048	092	-061	-007	093	041	099	120	017	131	151	106	218	3.2568	2.4422
37	491	534	826	931	979	779		475	112	192	186	540	117	098	155	482	098	041	107	-086	-008	123	051	104	170	029	155	167	152	279	22.0523	9.3074
38	256	333	436	451	491	290	475		213	235	189	804	205	109	143	543	153	037	079	011	078	072	-045	070	118	104	094	083	102	190	33.4548	17.9879
39	154	179	114	096	115	070	112	213		392	423	234	900	382	421	204	606	324	382	224	114	081	051	094	073	109	083	079	093	101	11.3930	7.9677
40	134	217	191	174	200	114	192	235	392		330	288	407	787	335	268	337	581	311	133	108	124	067	113	116	118	125	115	105	151	31.5273	19.0982
41	283	316	194	157	191	117	186	189	423	330		251	428	350	962	242	342	311	835	187	097	091	072	111	088	084	111	096	095	107	23.2581	7.2881
42	255	310	473	518	551	354	540	804	234	288	251		300	247	243	936	305	195	212	103	123	115	006	147	168	139	135	155	152	267	41.5158	10.7278
43	134	154	112	101	117	084	117	205	900	407	428	300		480	460	302	892	447	456	301	129	088	067	105	080	118	088	111	102	128	14.3728	7.6224
44	051	089	071	099	096	076	098	109	382	787	350	247	480		403	284	480	959	426	279	129	108	097	122	107	125	143	177	127	172	41.8102	13.7977
45	252	272	154	130	155	110	155	143	421	335	962	243	460	403		258	403	379	954	244	110	097	091	117	093	096	124	121	098	121	24.5995	6.6569
46	208	241	410	464	487	328	482	943	204	268	242	936	302	284	258		339	253	253	138	127	120	035	166	168	135	134	170	154	264	44.2029	10.1335
47	086	095	086	085	094	081	098	153	606	337	342	305	892	480	403	339		479	435	318	117	077	070	094	070	101	074	120	089	130	17.3525	7.7039
48	006	018	006	051	035	048	041	037	324	581	311	195	447	959	379	253	479		420	307	120	086	098	109	087	110	131	181	120	158	45.2378	13.9550
49	196	200	097	089	102	092	107	079	382	311	835	212	456	426	954	253	435	420		285	115	094	104	113	091	096	127	138	092	126	25.9409	6.6089
50	-070	-103	-102	-061	-087	-061	-086	011	224	133	187	103	301	279	244	138	318	307	285		126	078	145	083	061	092	072	075	084	085	60.2728	23.1830
51	-047	000	-006	-007	-067	-007	-008	078	114	108	097	123	129	129	110	127	117	120	115	126		434	146	492	332	315	359	339	385	325	7.2401	2.8987
52	043	121	109	111	122	093	123	072	081	124	091	115	088	108	097	120	077	086	094	078	434		144	347	551	436	581	355	271	513	5.6762	2.2540
53	050	058	060	033	049	041	051	-045	051	067	072	006	067	097	091	035	070	098	104	145	146	144		242	056	-025	140	206	129	096	2.0418	1.7456
54	062	090	071	099	096	099	104	070	094	113	111	147	105	122	117	166	094	109	113	083	492	347	242		337	300	392	402	324	436	3.7563	2.1803
55	085	111	140	166	171	120	170	118	073	116	088	168	080	107	093	168	070	087	091	061	332	551	056	337		481	515	364	408	562	4.9043	2.5747
56	-010	030	023	031	031	017	029	104	109	118	084	139	118	125	094	135	101	110	096	092	315	436	-025	300	481		530	284	239	568	6.6321	2.7336
57	062	118	116	149	149	131	155	094	083	125	111	135	088	143	124	134	074	131	127	072	359	581	140	392	515	530		433	315	563	6.1970	2.1949
58	077	105	108	168	157	151	167	083	079	115	096	155	111	177	121	170	120	181	138	075	339	355	206	402	364	284	433		384	480	1.4443	1.4382
59	069	092	116	155	153	106	152	102	093	105	095	152	102	127	098	154	089	120	092	084	385	271	129	324	408	239	315	384		392	5.4995	2.6010
60	122	152	227	264	274	218	279	190	101	151	107	267	128	172	121	264	130	158	126	085	325	513	096	436	562	568	563	480	392		12.7063	5.2176

Decimal points omitted

APPENDIX C

RAW-SCORE-TO-PERCENTILE CONVERSION TABLES AND MEANS AND STANDARD DEVIATIONS

BASED ON 15-YEAR-OLD POPULATION*

Separately for boys, girls, and total group

Percentiles, Means, and Standard Deviations for 53 TALENT Variables
and Means and Standard Deviations for 21 Additional Variables

Table No.		Page
C-1	Means and standard deviations on 74 variables	C-2
C-2	Percentile conversion tables on 53 variables: for 15-year-olds by sex	C-4
C-3	Percentile conversion tables on 53 variables: for 15-year-olds (boys and girls combined)	C-22
---	Explanatory notes for percentile conversion tables	C-31

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*Estimates of the population values were obtained by the use of Weight D to weight the cases differentially.

Table C-1. Means and standard deviations of 15-year-old population For 74 variables

(Based on weighted cases*)

		No.of Items	Boys		Girls		Total		Page nos. ("C-") for %ile tables		
			Mean	σ	Mean	σ	Mean	σ	M	F	T
	Info.Part I subscores										
R-101	Screening	12	11.03	1.71	11.44	1.23	11.24	1.50	4	5	22
R-102	Vocabulary I	21	11.68	4.27	10.61	4.17	11.13	4.25	4	5	22
R-103	Literature	24	10.98	4.54	10.90	4.30	10.94	4.42	6	7	23
R-104	Music	13	5.28	2.90	5.94	2.93	5.62	2.94	6	7	23
R-105	Social Studies	24	13.69	5.74	11.99	5.12	12.82	5.50	6	7	23
R-106	Mathematics	23	8.02	4.69	6.94	4.16	7.47	4.46	6	7	23
R-107	Physical Sciences	18	8.78	3.98	6.86	3.52	7.79	3.87	6	7	23
R-108	Biological Sciences	11	5.91	2.52	5.19	2.35	5.54	2.46	6	7	23
R-109	Scientific Attitude	10	5.42	2.09	5.52	2.01	5.47	2.05	6	7	23
R-110	Aeronautics & Space	10	4.35	2.39	2.58	1.62	3.44	2.22	8	9	24
R-111	Electricity, electronics	20	8.30	4.17	5.22	2.53	6.72	3.75	8	9	24
R-112	Mechanics	19	10.95	3.72	7.10	2.90	8.97	3.84	8	9	24
R-113	Farming	12	7.34	2.63	6.75	2.64	7.04	2.65	8	9	24
R-114	Home Economics	21	7.67	2.98	11.64	3.54	9.71	3.83	8	9	24
R-115	Sports	14	7.33	3.15	5.12	2.44	6.19	3.02	8	9	24
	Info.Part II subscores										
R-131	Art	12	5.46	2.62	5.78	2.64	5.62	2.64	10	11	25
R-132	Law	9	4.35	1.86	3.91	1.65	4.12	1.77	--	--	--
R-133	Health	9	5.10	2.24	5.65	2.11	5.38	2.19	--	--	--
R-134	Engineering	6	2.90	1.33	2.40	1.29	2.64	1.33	--	--	--
R-135	Architecture	6	2.43	1.35	2.43	1.28	2.43	1.31	--	--	--
R-136	Journalism	3	1.47	0.99	1.49	0.98	1.48	0.98	--	--	--
R-137	Foreign travel	5	2.50	1.35	2.12	1.31	2.30	1.34	--	--	--
R-138	Military	7	2.26	1.46	1.72	1.19	1.98	1.36	--	--	--
R-139	Acct., bus., sales	10	3.96	1.92	3.98	1.85	3.97	1.88	10	11	25
R-140	Practical Knowledge	4	2.75	1.12	2.91	0.97	2.83	1.05	--	--	--
R-141	Clerical	3	1.32	0.85	1.70	0.92	1.52	0.90	--	--	--
R-142	Bible	15	6.34	3.32	6.66	3.24	6.51	3.28	10	11	25
R-143	Colors	3	1.07	0.84	1.49	0.93	1.29	0.91	--	--	--
R-144	Etiquette	2	0.80	0.69	1.06	0.74	0.93	0.72	--	--	--
R-145	Hunting	5	2.07	1.23	1.06	0.90	1.55	1.19	--	--	--
R-146	Fishing	5	1.63	1.22	0.99	0.90	1.30	1.12	--	--	--
R-147	Outdoor activities(other)	9	4.54	2.03	4.04	1.88	4.28	1.97	--	--	--
R-148	Photography	3	1.13	0.76	1.21	0.70	1.17	0.73	--	--	--
R-149	Games (sedentary)	5	2.29	1.22	1.94	1.02	2.11	1.14	--	--	--
R-150	Theater, ballet	8	3.48	1.73	4.06	1.79	3.77	1.78	--	--	--
R-151	Foods	4	1.03	0.96	1.27	1.01	1.15	0.99	--	--	--
R-152	Miscellaneous	10	4.44	1.96	4.20	1.72	4.32	1.85	--	--	--
R-162	Vocabulary II	9	5.12	2.42	5.48	2.24	5.31	2.34	4	5	22
	Info.Test composite scores										
R-172	Vocab.Total (I+II)	30	16.80	6.27	16.09	5.93	16.44	6.11	4	5	22
R-190	Info. I Total	252	126.73	**	113.80	**	120.09	--	4	5	22
R-192	Info. II Total	143	63.32	**	62.07	**	62.65	--	--	--	--
R-100	Info. Total (I+II)	395	190.05	**	175.87	**	182.74	--	--	--	--

(continued on next page)

Table C-1 (cont.) Means and standard deviations of 15-year-old population For 74 variables

(Based on weighted cases*)

		No.of Items	Boys		Girls		Total		Page nos. ("C-") for %ile tables		
			Mean	σ	Mean	σ	Mean	σ	M	F	T
R-211	Memory for Sentences	16	8.52	3.12	9.32	3.10	8.94	3.14	10	11	25
R-212	Memory for Words	24	10.03	4.95	11.70	5.46	10.89	5.29	10	11	25
R-220	Disguised Words	30	12.92	6.72	14.24	6.95	13.60	6.87	10	11	25
	English Test										
R-231	Spelling	16	7.82	3.13	9.34	2.96	8.60	3.14	12	13	26
R-232	Capitalization	33	27.71	5.38	29.26	4.48	28.50	**	12	13	26
R-233	Punctuation	27	15.61	4.84	17.61	4.72	16.64	4.88	12	13	26
R-234	Usage	25	15.25	3.79	16.42	3.40	15.85	3.64	12	13	26
R-235	Effective Expression	12	7.60	2.66	8.39	2.34	8.01	2.53	12	13	26
R-230	English Total	113	73.99	**	81.02	**	77.60	--	12	13	26
R-240	Word Funct. in Sentences	24	8.62	4.99	10.13	5.54	9.40	5.33	12	13	26
R-250	Reading Comprehension	48	26.26	11.53	27.95	10.69	27.13	**	12	13	26
	Miscellaneous Aptitudes										
R-260	Creativity	20	8.15	4.04	7.65	3.67	7.89	3.87	14	15	27
R-270	Mechanical Reasoning	20	11.64	4.22	8.13	3.50	9.84	4.24	14	15	27
R-281	Vis. in 2 Dimen.	24	13.11	5.83	11.25	5.61	12.15	5.79	14	15	27
R-282	Vis. in 3 Dimen.	16	8.46	3.38	7.63	3.00	8.03	3.22	14	15	27
R-290	Abstract Reasoning	15	8.40	3.2[illegible]	8.28	3.14	8.34	3.18	14	15	27
	Mathematics Test										
R-311	I Arith. Reasoning	16	7.78	3.56	7.40	3.45	7.59	3.51	16	17	28
R-312	II Introd. H.S. math	24	9.82	4.59	9.58	4.24	9.70	4.41	16	17	28
R-320	I + II	40	17.60	7.49	16.98	6.98	17.29	7.24	16	17	28
R-333	III Advanced	14	2.82	1.96	2.49	1.72	2.65	1.85	16	17	28
R-340	Math Total (I+II+III)	54	20.42	8.60	19.47	7.85	19.94	8.24	16	17	28
	Tests of speed and accuracy										
F-410	Arith. Computation	72	21.25	**	27.35	**	24.38	**	18	19	29
F-420	Table Reading	72	6.08	**	8.86	**	7.51	**	18	19	29
F-430	Clerical Checking	74	17.79	**	25.09	**	21.54	**	18	19	29
F-440	Object Inspection	40	19.45	**	21.09	**	20.30	**	18	19	29
A-500	Preferences	166	58.64	**	57.66	**	58.14	**	18	19	29
	A priori composites										
C-001	IQ composite	283	151.87	**	154.86	**	153.40	**	20	21	30
C-002	Gen.Acad.Apt.Comp.	829	45.04	**	46.93	**	46.01	**	20	21	30
C-003	Verbal Comp.	167	101.84	**	108.07	**	105.04	**	20	21	30
C-004	Quant. Comp.	246	89.97	**	84.36	**	87.09	**	20	21	30
C-005	Tech. Comp.	98	49.92	**	35.08	**	42.30	**	20	21	30
C-006	Sci. Apt. Comp.	1063	489.40	**	436.26	**	462.07	**	--	--	--
	No. of cases		34,878		38,547		73,425				
	Weighted N		787,600		832,100		1,619,700				

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*Cases weighted by Weight D, to provide estimates of the population values of the means and standard deviations (and of the percentiles shown in Tables C-2 and C-3). The cases are those represented by the botton row in Table V-1.

**Data not available

Table C-2

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Boys

%ile	Raw Score				
	R-190	R-101	R-102	R-162	R-172
100	216-252		21		30
99	206-215		20		29
98	201-205				28
97	196-200		19		
96	193-195			9	27
95	189-192				
94	187-188		18		26
93	184-186				
92	182-183				
91	180-181				
90	178-179				25
89	176-177		17		
88	174-175				
87	173				
86	171-172			8	24
85	169-170				
84	168				
83	166-167		16		
82	165				
81	163-164				23
80	162				
79	161				
78	159-160				
77	158				22
76	157		15		
75	156				
74	154-155				
73	153			7	
72	152				
71	151				21
70	150				
69	148-149	12			
68	147		14		
67	146				
66	145				20
65	144				
64	143				
63	142				
62	140-141				
61	139				
60	138			6	19
59	137		13		
58	136				
57	135				
56	134				
55	133				18
54	132				
53	131				
52	130				
51	129		12		
50	128				
49	127				17
48	126				
47	125			5	
46	124				
45	123				
44	122				16
43	121				
42	120		11		
41	118-119				
40	117				
39	116				
38	115				15
37	114				
36	113				
35	112				
34	110-111		10	4	
33	109				14
32	108				
31	107				
30	106				
29	104-105	11			13
28	103				
27	102		9		
26	100-101				
25	99				
24	98				12
23	96-97				
22	95			3	
21	93-94		8		
20	92				11
19	90-91	10			
18	88-89				
17	86-87				
16	84-85				10
15	83		7		
14	81-82				
13	79-80	9		2	9
12	77-78				
11	74-76		6		
10	72-73				8
9	69-71				
8	67-68	8	5		
7	64-66				7
6	61-63				
5	57-60		4	1	6
4	53-56	7			
3	48-52		3		5
2	42-47	6		0	4
1	27-41	4-5	2		3
0	0-26	0-3	0-1		0-2

*See Table C-1 (on pages C-2 and C-3) for names of tests corresponding to the test codes, and for the means, standard deviations, and numbers of cases. For other information about Tables C-2 and C-3, see page C-31.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-190	R-101	R-102	R-162	R-172		R-190	R-101	R-102	R-162	R-172
100	198-252		21		29-30	50					
99	187-197		20		28	49	112				16
98	181-186		19		27	48	111				
97	176-180					47	110				
96	173-175		18	9	26	46	109		10		
95	169-172					45	108				
94	167-168					44	107				
93	165-166		17		25	43	106				15
92	162-164					42	105				
91	160-161					41					
90	158-159				24	40	104			5	
89	156-157		16			39	103				
88	155					38	102				14
87	153-154					37	101		9		
86	151-152			8	23	36	100				
85	150					35	99				
84	148-149					34	98				
83	147		15			33	97				
82	145-146				22	32					13
81	144					31	96				
80	143					30	95				
79	141-142					29	94		8		
78	140					28	93				
77	139		14		21	27	92			4	12
76	138					26	91				
75	137					25	90				
74	136					24	89				
73	135					23	88				
72	133-134				20	22	87				11
71	132			7		21	86		7		
70	131		13			20	85				
69	130					19	84	11			
68	129					18	83				
67	128					17	82				10
66	127				19	16	80-81			3	
65	126					15	79		6		
64	125	12				14	78				
63	124					13	76-77				9
62	123		12			12	75				
61					18	11	74				
60	122					10	72-73	10			8
59	121					9	70-71		5		
58	120					8	68-69			2	
57	119					7	65-67				7
56	118					6	63-64	9			
55	117			6	17	5	60-62		4		
54	116		11			4	57-59	8			6
53	115					3	52-56		3	1	5
52	114					2	46-51	7			4
51	113					1	34-45	6	2	0	3
						0	0-33	0-5	0-1		0-2

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109
100	23-24	13		22-23	18		10
99	22	12	24	20-21	17	11	
98	21			19			
97	20	11	23	18	16		9
96							
95	19			17		10	
94							
93		10	22	16	15		
92	18						
91				15			
90							
89	17		21		14		8
88						9	
87		9		14			
86							
85	16						
84			20	13			
83					13		
82							
81							
80	15	8		12			
79			19				
78							
77					12		
76						8	
75				11			
74	14						
73			18				
72		7					
71							
70							7
69				10	11		
68	13						
67			17				
66							
65							
64							
63				9		7	
62		6					
61	12		16		10		
60							
59							
58							6
57							
56				8			
55			15				
54							
53	11						
52					9		
51		5					
50						6	
49			14	7			
48							
47							
46							
45	10						
44			13		8		
43							
42							
41							
40				6			5
39			12				
38		4					
37						5	
36	9				7		
35							
34			11				
33							
32							
31				5			
30							
29			10				
28	8						
27					6		
26							
25		3				4	4
24			9				
23							
22							
21				4			
20	7				5		
19			8				
18							
17							
16							
15			7			3	
14	6						3
13		2		3	4		
12							
11			6				
10							
9	5						
8			5		3		
7						2	2
6				2			
5	4	1	4				
4					2		
3	3		3				1
2		0	2	1		1	
1	2		1	0	1		0
0	0-1		0		0	0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score							%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109		R103	R104	R105	R106	R107	R108	R109
100	23-24	13	24	20-23	16-18	11		50							
99	22		23	18-19	15		10	49				6			
98	21	12	22	17		10		48						5	
97	20			16	14		9	47							
96	19		21					46							
95		11		15				45	10		11		6		
94					13	9		44							
93	18		20	14				43							
92								42							
91								41		5					
90	17	10	19	13	12			40							
89							8	39				5			
88								38			10				5
87	16			12				37							
86			18		11	8		36	9						
85								35							
84								34					5	4	
83		9		11				33							
82	15							32							
81			17					31			9				
80					10			30							
79								29		4					
78				10				28							
77	14							27	8			4			
76			16			7		26							
75							7	25							
74		8						24			8		4		
73					9			23							4
72				9				22							
71			15					21							
70	13							20						3	
69								19	7						
68								18		3	7				
67								17				3			
66								16							
65			14	8	8			15							
64		7						14					3		
63	12					6		13			6				
62								12	6						3
61								11							
60								10							
59								9		2	5			2	
58			13	7				8				2			
57							6	7	5				2		
56								6							
55					7			5			4				2
54	11							4	4						
53		6						3		1	3	1		1	
52			12					2	3		2		1		1
51								1	2	0	1	0			
								0	0-1		0		0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Boys

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100		20	19		16-21	14	50						
99	10	19	18	12	15		49						
98		18			14	13	48	4					
97			17				47			11			
96	9	17			13		46						7
95							45						
94		16		11			44						
93						12	43						
92		15	16		12		42		7			7	
91	8						41				7		
90							40						
89		14					39						
88							38						
87					11		37			10			
86		13	15				36						
85						11	35						6
84	7			10			34						
83							33	3	6				
82							32						
81		12					31						
80							30					6	
79					10		29				6		
78			14				28			9			
77						10	27						
76		11					26						
75	6						25						5
74							24						
73							23		5				
72							22						
71							21			8			
70				9			20				5		
69		10					19					5	
68			13		9		18	2					
67						9	17						4
66							16			7			
65							15		4				
64							14						
63	5						13						
62							12				4		
61		9					11			6		4	
60							10						3
59							9		3				
58			12				8			5			
57						8	7	1			3		
56					8		6						
55							5			4		3	2
54				8			4		2		2		
53							3	0		3			
52		8					2				1	2	1
51							1		1	1-2		1	
							0		0	0	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100	8-10	14-20	15-19		20-21	12-14	50		5	7			5
99	7	12-13	14	12	19	11	49						
98		11					48						
97	6		13		18	10	47						
96		10		11			46						
95			12				45						
94					17		44						
93							43						
92	5	9				9	42					11	
91							41						
90			11				40	2					
89				10	16		39						
88							38				6		
87						8	37			6			
86		8					36						
85							35						4
84							34		4				
83			10				33						
82							32					10	
81	4				15		31						
80							30						
79							29						
78							28						
77		7		9			27				5		
76						7	26						
75							25			5			
74			9				24						
73					14		23					9	
72							22						
71							21						3
70							20						
69							19		3				
68							18						
67							17	1			4		
66							16					8	
65		6					15			4			
64				8		6	14						
63	3		8				13						
62					13		12						
61							11						
60							10				3	7	2
59							9		2				
58							8			3			
57							7	0					
56							6					6	
55							5				2		
54							4					5	1
53					12		3		1	2			
52							2				1	4	
51				7			1		0	1		3	0
							0			0	0	0-2	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	10	15	16		30	50						
99		9		15	24	29	49						12
98	11	8	14		22-23	28	48					9	
97					21	27	47						
96	10		13	14		26	46						
95					20		45						
94					19	25	44	5					
93		7	12			24	43				8		11
92				13	18		42						
91						23	41						
90	9				17		40			5			
89			11			22	39					8	
88							38						10
87					16		37						
86				12		21	36						
85							35						
84		6	10		15		34						
83						20	33		3				
82							32						9
81	8						31	4			7		
80					14	19	30					7	
79							29						
78			9				28			4			
77				11		18	27						8
76							26						
75					13		25						
74							24						
73						17	23						
72							22				6		
71							21					6	7
70	7	5	8		12		20	3					
69						16	19						
68							18						
67				10			17		2				
66							16			3			6
65						15	15						
64							14				5	5	
63					11		13						
62							12						
61			7				11	2					5
60						14	10						
59							9						
58							8			2	4	4	
57	6						7						4
56					10		6		1				
55				9		13	5					3	
54							4	1			3		3
53							3			1			2
52		4					2		0		2	2	1
51			6				1	0		0	1	1	0
							0				0	0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	9-10	15			30	50					11	
99				16	24	29	49						
98	11	8	14	15		28	48						
97							47			6			
96			13		23	27	46						13
95					22		45				9		
94	10	7		14		26	44						
93			12		21		43					10	
92						25	42						
91							41						
90					20	24	40						12
89							39	5					
88	9		11	13	19		38						
87						23	37						
86							36					9	
85		6			18		35			5			11
84						22	34				8		
83			10				33						
82							32		3				
81					17	21	31						
80							30						10
79				12			29						
78	8				16		28					8	
77						20	27	4					
76			9				26						9
75							25						
74						19	24						
73					15		23			4	7		
72							22						
71							21					7	8
70		5				18	20						
69							19						
68				11	14		18						
67			8				17	3					7
66	7						16						
65						17	15		2		6	6	
64							14						
63					13		13			3			6
62							12						
61						16	11						
60							10						
59							9	2			5	5	5
58			7				8						
57				10	12		7						
56						15	6			2			4
55							5		1		4	4	
54							4						3
53							3	1					
52	6	4					2			1	3	3	2
51						14	1	0	0		1-2	1-2	1
							0			0	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests *
For 15-Year-Old Boys

%ile	Raw Score								%ile	Raw Score							
	R230	R231	R232	R233	R234	R235	R240	R250		R230	R231	R232	R233	R234	R235	R240	R250
100	104-113	16		27	24-25		23-24	48	50						8		
99	102-103	15	33	26	23		22	47	49	76							
98	100-101			25	22	12	21	46	48								26
97	98-99	14					20	45	47								
96	97			24	21		19		46	75		29				7	
95	96							44	45								25
94	95	13		23			18		44	74			15				
93	94							43	43					15			24
92			32		20	11	17		42								
91	93							42	41	73	7						
90	92	12		22					40								23
89							16		39								
88	91							41	38	72							22
87							15		37						7		
86	90			21				40	36	71		28	14			6	
85	89				19				35								21
84		11					14		34	70							
83								39	33					14			20
82	88								32								
81				20				38	31	69							
80	87					10	13		30								19
79									29	68	6		13				
78	86							37	28			27					18
77			31				12		27	67							
76					18			36	26						6		
75	85	10		19					25	66						5	17
74									24	65				13			
73	84						11	35	23				12				16
72									22	64		26					
71									21								15
70	83							34	20	63							
69									19	62	5						
68				18			10		18	61		25			5		14
67	82							33	17				11	12			
66					17				16	60						4	13
65		9				9		32	15	59		24					
64	81								14	58							12
63									13	57			10	11			
62							9	31	12	56		23					11
61	80								11	55	4				4		
60			30	17					10	53-54		22					
59								30	9	52			9	10			10
58	79								8	50-51		21				3	
57									7	48-49		20			3		9
56								29	6	46-47	3	19	8	9			
55	78						8		5	44-45		18					8
54					16				4	41-43		16-17	7	8		2	7
53		8						28	3	38-40	2	13-15	6	7	2		6
52	77			16					2	32-37		3-12	5	6		1	5
51								27	1	2-31	1	0-2	1-4	1-5	1	0	1-4
									0	0-1	0		0	0	0		0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score							
	R230	R231	R232	R233	R234	R235	R240	R250
100	107-113	16		27	24-25		24	48
99	104-106				23		23	47
98	103	15		26			22	46
97	102		33		22	12		45
96	101			25			21	
95	100							44
94	99	14					20	
93					21			
92	98			24				43
91	97						19	
90								42
89	96	13						
88						11	18	
87				23	20			41
86	95							
85							17	
84	94							40
83			32					
82	93							39
81				22			16	
80		12						
79	92							38
78							15	
77					19			
76	91							37
75								
74				21			14	
73	90							36
72						10		
71								
70		11					13	35
69	89							
68								
67				20				34
66	88				18		12	
65								
64								33
63	87							
62								
61			31				11	32
60								
59	86			19				
58		10						31
57							10	
56	85							
55								30
54								
53	84				17			
52								29
51				18			9	
50	83					9		
49								28
48								
47								
46	82							27
45		9						
44							8	
43	81			17				26
42			30					
41					16			
40	80							
39								25
38						8		
37	79							
36				16			7	24
35	78							
34								
33								23
32	77	8						
31								22
30	76				15			
29			29	15				
28							6	21
27	75							
26								
25	74					7		20
24								
23	73							19
22		7		14				
21	72		28		14			
20								18
19	71						5	
18								17
17	70			13				
16	69					6		16
15	68		27					
14					13			
13	67	6						15
12	66		26	12				14
11	65						4	
10	64							13
9	63		25	11	12	5		
8	61-62							12
7	60	5	24					11
6	58-59		23	10	11		3	
5	55-57		22			4		10
4	52-54	4	20-21	9	10			9
3	48-51		18-19	8	9	3	2	8
2	41-47	3	13-17	7	8			6-7
1	24-40	1-2	1-12	3-6	5-7	1-2	1	1-5
0	0-23	0	0	0-2	0-4	0	0	0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	19-20			16	15	50					
99	18	20	24			49					
98	17	19	23	15	14	48					
97	16					47					
96						46				8	
95			22	14	13	45			13		
94	15	18				44					
93						43		11			
92			21			42	7				
91	14					41					8
90				13		40					
89		17				39			12		
88			20		12	38					
87	13					37					
86						36					
85						35		10		7	
84						34					
83		16	19	12		33	6		11		
82						32					
81	12					31					7
80						30					
79						29			10		
78			18			28		9			
77					11	27					
76		15				26				6	
75	11			11		25					
74						24	5		9		
73						23					6
72			17			22					
71						21		8	8		
70						20					
69						19					
68	10	14				18			7		
67						17				5	
66						16	4				5
65			16	10	10	15		7	6		
64						14					
63						13					
62						12			5		
61						11					4
60	9					10		6		4	
59		13	15			9	3		4		
58						8					
57						7		5			3
56						6			3		
55				9		5	2			3	
54						4		4	2		2
53						3					
52			14		9	2	1	3	1	2	1
51	8	12				1	0	1-2	0	1	0
						0		0		0	

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*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	18-20	18-20	24	16	15	50					
99	17	17	23	15	14	49					
98	16	16	22	14		48					
97	15					47			11		
96		15	21	13		46	7				
95	14				13	45					
94		14	20			44				7	
93						43					
92						42					8
91	13		19	12		41		7			
90		13				40			10		
89					12	39					
88						38					
87	12		18			37					
86						36	6				
85		12		11		35			9		
84						34					
83			17			33					
82						32				6	7
81	11					31					
80						30		6	8		
79		11	16		11	29					
78						28					
77				10		27					
76						26	5				
75						25			7		
74	10					24					6
73			15			23					
72						22					
71		10				21			6		
70						20				5	
69						19		5			
68				9		18					
67			14		10	17	4		5		5
66						16					
65	9					15					
64						14					
63						13			4		
62		9				12				4	
61						11		4			4
60			13			10	3				
59						9			3		
58						8					
57						7					3
56	8			8		6		3			
55						5	2		2	3	
54					9	4					2
53			12			3			1		
52		8				2	1	2		2	1
51						1	0	1	0	1	0
						0		0		0	

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	23-24	38-40	10-14	46-54	50					
99		22	36-37	9	42-45	49					19
98	15	21	34-35	8	40-41	48		9			
97		20	33	7	39	47					
96		19	32		38	46			16		
95	14		31		36-37	45					18
94		18		6	35	44	7				
93			30			43					
92		17			34	42					
91	13		29		33	41			15		
90			28			40					
89		16			32	39		8			17
88			27		31	38					
87				5		37				2	
86	12	15			30	36			14		
85			26			35					
84					29	34	6				16
83						33					
82			25			32					
81		14			28	31					
80						30		7	13		
79	11		24		27	29					15
78						28					
77		13				27					
76			23		26	26					
75				4		25	5		12		
74						24					14
73			22		25	23					
72	10					22					
71		12				21		6			
70						20			11		
69			21		24	19				1	13
68						18					
67						17					
66					23	16	4		10		
65			20			15					12
64		11				14		5			
63	9					13					
62					22	12			9		11
61			19			11					
60						10				0	
59						9	3				10
58				3	21	8		4	8		
57		10				7					
56			18			6					9
55						5			7		
54	8				20	4	2	3			8
53						3			6		7
52			17			2	1	2	5		6
51						1		1	2-4		1-5
						0	0	0	0-1		0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	22-24	36-40	9-14	43-54	50					
99	15	20-21	34-35	7-8	39-42	49	7	9	16		
98		19	32-33		37-38	48					18
97	14		31		36	47					
96		18	30	6	35	46					
95					34	45					
94		17	29		33	44					
93	13				32	43			15		17
92		16	28	5		42				2	
91					31	41					
90			27			40					
89	12				30	39	6	8			
88		15	26			38			14		
87					29	37					16
86			25			36					
85					28	35					
84		14				34					
83			24		27	33					
82	11					32			13		15
81				4		31					
80			23		26	30		7			
79		13				29					
78						28	5				
77					25	27					
76			22			26			12		14
75	10					25					
74					24	24					
73		12				23					
72			21			22					
71						21		6	11	1	13
70					23	20					
69						19					
68			20			18	4				
67	9					17					12
66		11			22	16			10		
65						15					
64			19	3		14					
63						13		5			11
62					21	12			9	0	
61						11					
60						10	3				
59			18			9					10
58	8	10				8		4	8		
57					20	7					9
56						6					
55						5			7		8
54			17			4	2	3			
53					19	3			6		7
52						2	1	2	5		5-6
51						1		1	2-4		1-4
						0	0	0	0-1		0

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score				
	F410	F420	F430	F440	A500
100	59-72	62-72	74		165-166
99	54-58	36-61	69-73	39-40	152-164
98	51-53	27-35	66-68	38	135-151
97	50	23-26	62-65	37	125-134
96	49	22	59-61	36	117-124
95	47-48	20-21	55-58	35	110-116
94		18-19	53-54	34	106-109
93	46	17	51-52	33	101-105
92	45		48-50	32	97-100
91	44	16	46-47		93-96
90	43	15	44-45	31	91-92
89			43	30	88-90
88	42		41-42		86-87
87		14	39-40	29	85
86	41		38	28	84
85			37		82-83
84	40	13	36		80-81
83	39		35	27	78-79
82			34		77
81					75-76
80	38	12	33	26	74
79			32		73
78			31		72
77	37				71
76			30	25	70
75	36				69
74		11	29		68
73					67
72	35		28	24	
71					66
70	34		27		65
69		10			
68			26	23	64
67	33				
66			25		
65					63
64	32			22	62
63			24		
62		9			61
61	31		23		60
60					
59				21	59
58	30		22		
57					58
56					57
55	29	8	21		
54				20	56
53			20		
52	28				55
51					

%ile	Raw Score				
	F410	F420	F430	F440	A500
50			19		54
49	27			19	53
48		7	18		
47					52
46	26				
45			17		51
44	25				
43				18	50
42	24		16		
41		6			49
40			15		
39	23				48
38			14		
37	22			17	47
36					
35	21		13		46
34		5			
33			12		45
32	20				
31			11	16	44
30	19				
29	18	4	10		
28					43
27	17		9		
26	16		8	15	42
25		3			
24	15		7		41
23	14		6		40
22	13	2	5	14	
21	12				39
20	11		4		38
19	10	1	3		
18	9		2	13	37
17	8	0	1		
16	7		0		36
15	5-6		-2-1		35
14	4	-1	-3	12	
13	2-3	-2	-4		34
12	0-1		-6-5	11	33
11	-2-1	-3	-7		32
10	-5-3	-5-4	-9-8	10	31
9	-7-6	-6	-11-10		30
8	-12-8	-8-7	-13-12	9	29
7	-17-13	-10-9	-16-14	8	28
6	-23-18	-13-11	-19-17	7	27
5	-32.24	-17-14	-23-20	5-6	25-26
4	-45-33	-23-18	-29-24	2-4	23-24
3	-60-46	-30-24	-36-30	0-1	21-22
2	-83-61	-38-31	-47-37	-4-1	16-20
1	-118-84	-46-39	-67-48	-14-5	9-15
0	-216-119	-72-47	-222-68	-40-15	0-8

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	F410	F420	F430	F440	A500		F410	F420	F430	F440	A500
100	60-72	58-72	74	40	163-166	50		9			
99	55-59	35-57	70-73	39	131-162	49				21	54
98	54	27-34	67-69	38	117-130	48	31		25		
97	52-53	24-26	66	37	108-116	47					53
96	51	22-23	62-65	36	102-107	46			24		
95	50	20-21	59-61	35	97-101	45	30				
94		19	58	34	93-96	44					52
93	49	18	55-57	33	90-92	43			23	20	
92	48		53-54	32	88-89	42	29	8			51
91	47	17	51-52		86-87	41					
90			50	31	85	40	28		22		50
89	46	16	48-49		83-84	39					
88			47	30	81-82	38			21	19	49
87	45	15	46		80	37	27				
86			45	29	78-79	36					
85	44		44		76-77	35	26		20		48
84			43	28	75	34		7			
83	43	14	42		74	33	25		19	18	47
82			41		73	32					
81	42		40	27	72	31	24		18		46
80			39		71	30					
79		13			70	29			17		45
78	41		38		69	28	23	6			
77						27			16	17	44
76			37	26	68	26	22				
75	40		36		67	25	21		15		43
74						24			14		
73	39	12	35		66	23	20				
72					65	22	19	5	13	16	42
71			34			21					41
70				25	64	20	18		12		
69	38		33			19	17		11		40
68						18	16	4	10	15	
67					63	17	15		9		39
66	37	11	32			16	14		8		38
65				24	62	15	13	3	7	14	
64			31		61	14	12		6		37
63	36					13	10-11		5		36
62			30			12	9	2	3-4	13	35
61					60	11	7-8		2		
60	35					10	5-6	1	0-1	12	34
59			29	23	59	9	2-4	0	-1		33
58		10				8	0-1		-3-2	11	32
57	34		28		58	7	-2-1	-1	-5-4		30-31
56						6	-6-3	-2	-8-6	10	29
55					57	5	-11-7	-3	-11-9	9	28
54	33		27	22		4	-18-12	-6-4	-15-12	7-8	26-27
53					56	3	-29-19	-9-7	-20-16	4-6	23-25
52						2	-50-30	-16-10	-28-21	0-3	20-22
51	32		26		55	1	-86-51	-36-17	-46-29	-7-1	11-19
						0	-216-87	-72-37	-222-47	-40-8	0-10

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Old Boys

%ile	Raw Score					%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005		C-001	C-002	C-003	C-004	C-005
100	265-283	74-82	152-167	209-246	90-98	50	154-155		104	83	50
99	256-264	72-73	147-151	191-208	86-89	49	152-153	45		82	
98	251-255	70-71	144-146	181-190	84-85	48	150-151		103	81	49
97	246-250	69	141-143	173-180	82-83	47	149		102	80	
96	243-245	67-68	140	167-172	80-81	46	147-148	44		79	48
95	239-242	66	137-139	162-166	79	45	145-146		101	78	
94	236-238	65	136	158-161	77-78	44	143-144	43			47
93	233-235		135	154-157	76	43	142		100	77	
92	231-232	64	134	150-153	75	42	140-141		99	76	46
91	228-230	63	133	147-149	74	41	138-139	42		75	
90	226-227	62	132	144-146	73	40	137		98	74	45
89	224-225		131	141-143	72	39	135-136		97	73	
88	221-223	61	130	139-140	71	38	133-134			72	44
87	219-220		129	136-138	70	37	131-132	41	96	71	
86	217-218	60	128	134-135	69	36	130		95	70	43
85	215-216	59	127	131-133		35	128-129	40			
84	213-214		126	129-130	68	34	126-127		94	69	42
83	211-212	58	125	127-128	67	33	124-125	39	93	68	
82	209-210		124	126		32	122-123			67	41
81	207-208	57		124-125	66	31	120-121		92	66	
80	205-206		123	122-123	65	30	118-119	38	91		40
79	203-204		122	120-121		29	116-117		90	65	
78	201-202	56	121	119	64	28	114-115	37		64	39
77	200			117-118	63	27	112-113		89	63	
76	198-199	55	120	115-116		26	110-111		88	62	38
75	196-197		119	113-114	62	25	108-109	36	87	61	
74	194-195	54		112		24	106-107		86	60	37
73	193		118	110-111	61	23	104-105	35	85		36
72	191-192		117	109		22	102-103			59	
71	189-190	53		108	60	21	99-101	34	84	58	35
70	187-188		116	106-107		20	97-98		83	57	
69	186	52	115	105	59	19	94-96	33	81-82	56	34
68	184-185			104		18	92-93		80	55	33
67	182-183		114	102-103	58	17	90-91	32	79	54	
66	181	51		101		16	88-89		78	53	32
65	179-180		113	100	57	15	85-87	31	76-77	52	31
64	177-178		112	98-99		14	83-84	30	75	51	
63	175-176	50		97	56	13	80-82		74	50	30
62	174		111	96		12	77-79	29	72-73	49	29
61	172-173	49		95	55	11	75-76	28	71	47-48	28
60	170-171		110	94		10	72-74		69-70	46	27
59	169			92-93	54	9	70-71	27	67-68	44-45	26
58	167-168	48	109	91		8	67-69	26	64-66	43	25
57	166		108	90	53	7	64-66	25	62-63	41-42	24
56	164-165			89		6	61-63	24	58-61	39-40	23
55	162-163	47	107	88	52	5	57-60	23	55-57	37-38	22
54	160-161			87		4	52-56	22	53-54	34-36	20-21
53	159		106	86	51	3	47-51	21	49-52	31-33	19
52	157-158	46	105	85		2	40-46	19-20	43-48	25-30	16-18
51	156			84		1	25-39	12-18	26-42	12-24	12-15
						0	0-24	0-11	0-25	0-11	0-11

*See footnote on page C-4.

Table C-2 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Old Girls

%ile	Raw Score					%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005		C-001	C-002	C-003	C-004	C-005
100	263-283	73-77	154-167	192-246	70-98	50	157-158		110	79	
99	254-262	71-72	149-153	173-191	64-69	49	155-156	47		78	
98	248-253	69-70	146-148	164-172	61-63	48	154		109	77	
97	244-247	68	144-145	157-163	59-60	47	152-153			76	33
96	240-243	67	142-143	152-156	58	46	151	46	108	75	
95	237-239	66	141	148-151	56-57	45	149-150		107		
94	235-236	65	139-140	145-147	55	44	147-148			74	32
93	232-234	64	138	141-144	54	43	146	45	106	73	
92	230-231		137	138-140	53	42	144-145			72	
91	227-229	63	136	135-137	52	41	142-143		105	71	
90	225-226		135	133-134	51	40	141	44			31
89	223-224	62	134	130-132		39	139-140		104	70	
88	221-222	61	133	128-129	50	38	137-138		103	69	
87	219-220		132	126-127	49	37	135-136	43		68	30
86	217-218	60	131	124-125		36	134		102	67	
85	215-216			122-123	48	35	132-133				
84	213-214		130	120-121	47	34	131	42	101	66	
83	211-212	59	129	118-119		33	129-130		100	65	29
82	209-210			116-117	46	32	127-128			64	
81	207-208	58	128	115		31	125-126	41	99		
80	205-206		127	113-114	45	30	123-124		98	63	28
79	203-204	57	126	112		29	122			62	
78	202			110-111	44	28	120-121	40	97	61	
77	200-201		125	109		27	118-119		96		
76	198-199	56		107-108	43	26	116-117	39		60	27
75	197		124	106		25	114-115		95	59	
74	195-196		123	104-105		24	112-113		94	58	
73	193-194	55		103	42	23	110-111	38	93	57	26
72	192		122	102		22	108-109			56	
71	190-191	54	121	100-101	41	21	106-107	37	92		
70	188-189			99		20	104-105		91	55	25
69	187		120	98		19	102-103		90	54	
68	185-186	53		96-97	40	18	100-101	36	89	53	
67	184		119	95		17	97-99		88	52	24
66	182-183			94	39	16	95-96	35	87	51	
65	181	52	118	93		15	93-94		86	50	23
64	179-180			92		14	90-92	34	85	49	
63	177-178		117	91	38	13	88-89		84	48	
62	176	51		90		12	85-87	33	82-83	47	22
61	174-175		116	89		11	82-84	32	81	46	
60	172-173			88	37	10	80-81		79-80	45	21
59	171	50	115	87		9	77-79	31	78	43-44	
58	169-170		114	86		8	73-76	30	76-77	42	20
57	168			85	36	7	70-72	29	74-75	40-41	19
56	166-167	49	113	84		6	67-69	28	71-73	38-39	
55	165			83		5	63-66	27	68-70	36-37	18
54	163-164		112	82	35	4	58-62	26	64-67	33-35	17
53	162	48		81		3	52-57	24-25	59-63	30-32	15-16
52	160-161		111			2	45-51	21-23	52-58	25-29	13-14
51	159			80	34	1	29-44	15-20	35-51	13-24	10-12
						0	0-28	0-14	0-34	0-12	0-9

*See footnote on page C-4.

Table C-3

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R190	R101	R102	R162	R172		R190	R101	R102	R162	R172
100	211-252		21		29-30	50	119				
99	200-210		20		28	49	118				
98	193-199		19			48	117		11		
97	188-192				27	47	116				
96	185-187			9		46	115				16
95	181-184		18		26	45	114				
94	179-180					44	113				
93	176-178					43	112			5	
92	173-175				25	42	111				
91	171-172		17			41	110				15
90	169-170					40	109		10		
89	167-168					39	108				
88	165-166				24	38	107				
87	164					37	106				
86	162-163		16	8		36	105				14
85	160-161					35	104				
84	159				23	34	103				
83	157-158					33	102				
82	156					32	101		9		
81	154-155					31	100				
80	153		15			30	99			4	13
79	151-152				22	29	98				
78	150					28	97				
77	149					27	96				
76	147-148					26	95				
75	146					25	93-94		8		12
74	145				21	24	92	11			
73	144					23	91				
72	142-143		14	7		22	90				
71	141					21	89				11
70	140					20	87-88				
69	139				20	19	86			3	
68	138					18	85		7		
67	137					17	83-84				10
66	136	12				16	82				
65	135		13			15	80-81				
64	134					14	79	10			
63	132-133				19	13	77-78		6		9
62	131					12	76				
61	130					11	74-75				
60	129					10	72-73	9		2	8
59	128					9	70-71				
58	127				18	8	67-69		5		
57	126		12	6		7	65-66				7
56	125					6	62-64	8			
55	124					5	59-61		4		6
54	123					4	55-58			1	
53	122					3	50-54	7	3		5
52	121				17	2	44-49				4
51	120					1	31-43	5-6	2	0	3
						0	0-30	0-4	0-1		0-2

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109
100	24	13	24	22-23	18		10
99	22-23	12		20-21	17	11	
98	21		23	18-19	16		
97	20			17		10	9
96		11	22		15		
95	19			16			
94							
93	18		21	15	14		
92							
91		10				9	
90	17			14			
89			20		13		8
88							
87				13			
86	16						
85		9					
84			19		12		
83				12			
82						8	
81	15						
80							
79			18	11			
78					11		
77		8					
76	14						
75							7
74			17	10			
73							
72							
71					10		
70						7	
69	13		16				
68		7		9			
67							
66							
65							
64							
63			15		9		
62	12						
61				8			
60							
59							
58							
57		6	14			6	
56							6
55					8		
54	11						
53				7			
52							
51			13				

%ile	Raw Score						
	R103	R104	R105	R106	R107	R108	R109
50							
49							
48							
47							
46		5			7		
45	10		12	6			
44							
43						5	
42							
41							
40							
39			11				5
38							
37					6		
36	9						
35				5			
34							
33		4	10				
32							
31							
30							
29						4	
28							
27	8		9		5		
26							
25							
24				4			4
23							
22			8				
21		3					
20							
19	7						
18					4		
17			7			3	
16							
15				3			
14							
13	6						
12			6				3
11		2			3		
10							
9							
8	5		5			2	
7				2			
6							2
5	4		4		2		
4		1					
3			3	1		1	
2	3				1		1
1	2	0	1-2	0			
0	0-1		0		0	0	0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score						%ile	Raw Score					
	R110	R111	R112	R113	R114	R115		R110	R111	R112	R113	R114	R115
100	10	20	19		20-21	14	50						
99		18-19	18	12	19	13	49		6				
98	9	17	17		18		48	3					
97		16			17		47						
96		15	16			12	46				7		
95	8	14		11			45					9	
94					16		44						
93		13	15				43			8			
92						11	42						
91	7						41						
90		12			15		40						
89			14				39						
88							38						5
87		11				10	37		5				
86	6			10			36						
85					14		35					8	
84							34				6		
83		10	13				33			7			
82							32						
81						9	31						
80							30						
79					13		29	2					
78							28						
77	5	9	12				27						
76							26					7	4
75							25		4				
74				9			24			6			
73							23				5		
72					12	8	22						
71							21						
70		8					20						
69			11				19						
68							18					6	
67							17						
66							16			5			3
65	4						15				4		
64					11		14		3				
63							13						
62						7	12	1					
61			10				11					5	
60		7		8			10			4			
59							9				3		
58							8						2
57							7		2				
56							6					4	
55					10		5	0		3			
54							4				2		
53							3					3	1
52			9				2		1	2	1		
51						6	1		0	1		2	0
							0			0	0	0-1	

*See footnote on page C-4.

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score						%ile	Raw Score					
	R131	R139	R142	R211	R212	R220		R131	R139	R142	R211	R212	R220
100	12	9-10	15	16		30	50				9		13
99					24	29	49			6		10	
98	11	8	14	15		28	48						
97					23	27	47						
96			13		22		46						
95	10			14	21	26	45						12
94		7					44						
93			12		20	25	43						
92							42	5					
91					19	24	41					9	
90				13			40						
89	9		11			23	39						11
88					18		38				8		
87							37			5			
86						22	36						
85		6			17		35						
84							34						10
83			10			21	33					8	
82				12	16		32		3				
81							31						
80	8					20	30						
79							29	4					9
78					15		28						
77			9			19	27				7		
76							26					7	
75							25			4			
74					14		24						8
73				11		18	23						
72							22						
71							21						
70		5					20						
69			8		13	17	19						7
68	7						18	3			6	6	
67							17						
66							16		2				
65						16	15			3			
64							14						6
63					12		13						
62							12					5	
61				10			11				5		
60						15	10	2					5
59			7				9						
58							8						
57					11		7			2		4	4
56							6				4		
55	6					14	5		1				
54							4	1				3	3
53							3				3		
52		4					2		0	1	2	2	2
51							1	0			1	1	1
							0			0	0	0	0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score								%ile	Raw Score							
	R230	R231	R232	R233	R234	R235	R240	R250		R230	R231	R232	R233	R234	R235	R240	R250
100	106-113	16		27	24-25		24	48	50			30					
99	103-105			26	23		22-23	47	49							8	
98	102	15	33		22	12		46	48	79							27
97	100-101			25			21	45	47					16			
96	99	14							46								
95	98				21		20	44	45	78							26
94				24					44				16		8		
93	97						19	43	43								
92	96								42	77	8						25
91		13					18		41							7	
90	95			23		11		42	40								
89					20				39	76							24
88	94						17	41	38								
87			32						37	75		29					23
86	93								36				15	15			
85		12		22			16	40	35								
84	92								34	74							22
83								39	33								
82	91						15		32	73						6	
81					19				31		7				7		21
80				21				38	30	72							
79	90						14		29				14				20
78									28			28					
77	89							37	27	71				14			
76		11				10			26								19
75							13		25	70							
74	88			20				36	24								18
73									23	69			13				
72								35	22	68		27				5	17
71	87				18		12		21		6						
70									20	67					6		
69			31					34	19	66				13			16
68	86								18								
67				19			11		17	65		26	12				15
66		10						33	16	64							
65	85								15	63							14
64									14	62							
63								32	13	61	5	25	11	12	5	4	13
62	84						10		12	60							
61									11	59		24					12
60						9		31	10	58							
59	83			18	17				9	57		23	10	11			11
58									8	55-56	4				4		
57								30	7	53-54		22				3	10
56	82						9		6	51-52		21	9	10			
55									5	49-50		19-20			3		9
54		9						29	4	45-48	3	18	8	9			8
53	81								3	41-44		15-17	7	8		2	7
52									2	36-40	2	8-14	6	7	2	1	6
51	80			17				28	1	9-35	1	1-7	1-5	2-6	1	0	1-5
									0	0-8	0	0	0	0-1	0		0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests* For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R-260	R-270	R-281	R-282	R-290		R-260	R-270	R-281	R-282	R-290
100	19-20	20		16	15	50					
99	17-18	19	24	15	14	49					
98	16		23			48					
97		18	22	14		47					
96	15					46			12		
95					13	45		9			
94		17	21			44	7				
93	14			13		43					
92						42					8
91		16	20			41					
90						40			11	7	
89	13					39					
88					12	38					
87			19	12		37		8			
86		15				36					
85						35			10		
84	12					34	6				
83			18			33					
82						32					7
81		14				31					
80				11		30			9		
79						29				6	
78	11		17		11	28		7			
77						27					
76						26					
75		13				25	5		8		
74						24					
73						23					6
72			16			22			7		
71	10			10		21					
70						20		6			
69		12				19				5	
68						18			6		
67						17	4				5
66			15		10	16					
65						15					
64						14			5		
63	9					13		5			
62				9		12					
61		11				11			4	4	4
60			14			10	3				
69						9					
58						8		4	3		
57						7					3
56						6					
55						5	2		2	3	
54	8	10				4		3			2
53			13		9	3					
52						2	1	2	1	2	1
51				8		1	0	1	0	1	0
						0		0		0	

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score					%ile	Raw Score				
	R-311	R-312	R-320	R-333	R-340		R-311	R-312	R-320	R-333	R-340
100	16	23-24	37-40	10-14	45-54	50					
99	15	21-22	35-36	8-9	41-44	49		9			
98		20	33-34	7	39-40	48			16		
97		19	32		37-38	47	7				
96	14		31		36	46					18
95		18		6	35	45					
94			30		34	44					
93		17	29		33	43					
92	13					42			15		
91			28		32	41					17
90		16				40				2	
89			27	5	31	39		8			
88					30	38					
87	12	15	26			37	6		14		
86					29	36					16
85						35					
84			25			34					
83		14			28	33					
82						32					
81	11		24		27	31			13		
80						30		7			15
79						29					
78		13	23	4	26	28					
77						27					
76						26	5		12		
75			22		25	25					14
74	10					24					
73						23					
72		12			24	22					
71			21			21		6	11		
70						20				1	13
69						19					
68					23	18					
67			20			17	4				
66						16			10		12
65	9	11				15					
64					22	14					
63						13		5			
62			19			12			9		11
61				3		11				0	
60					21	10					
59						9	3				10
58			18			8		4	8		
57		10				7					
56	8				20	6					9
55						5			7		
54						4	2	3			8
53			17			3			6		7
52						2	1	2	5		5-6
51					19	1		1	2-4		1-4
						0	0	0	0-1		0

*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score				
	F410	F420	F430	F440	A500
100	59-72	59-72	74		165-166
99	55-58	35-58	70-73	39-40	142-164
98	53-54	27-34	66-69	38	127-141
97	51-52	23-26	63-65	37	116-126
96	50	21-22	61-62	36	109-115
95	49	20	58-60	35	104-108
94	48	19	55-57	34	99-103
93	47	18	53-54	33	95-98
92		17	51-52	32	92-94
91	46		49-50		89-91
90		16	47-48	31	87-88
89	45		46	30	85-86
88	44	15	45		84
87			43-44	29	82-83
86	43		42		80-81
85		14	41	28	79
84	42		40		77-78
83			39		76
82	41		38	27	75
81		13			73-74
80	40		37		72
79			36		71
78			35	26	70
77	39				
76		12	34		69
75	38				68
74			33		67
73			32	25	
72	37				66
71			31		65
70		11			
69	36		30		64
68				24	
67					
66	35		29		63
65					62
64			28	23	
63	34	10			61
62			27		
61					60
60	33				
59			26	22	59
58					
57	32		25		58
56		9			57
55					
54	31		24	21	56
53					
52					55
51	30		23		
50					54
49			22		
48	29	8		20	53
47					
46	28		21		52
45					
44			20		
43	27			19	51
42					
41	26	7	19		50
40					
39			18		49
38	25			18	
37			17		48
36	24				
35			16		47
34	23	6			
33					46
32			15	17	
31	22				45
30	21		14		
29					44
28	20	5	13		
27			12	16	
26	19				43
25			11		
24	18				42
23	17	4	10		
22	16		9	15	41
21	15		8		40
20		3			
19	14		7		39
18	13		6	14	38
17	12	2	5		
16	10-11		4		37
15	9	1	2-3	13	36
14	8		1		
13	6-7	0	0		35
12	4-5		-1	12	34
11	2-3	-1	-3-2		33
10	0-1		-4	11	32
9	-2-1	-2	-6-5		31
8	-5-3	-3	-8-7	10	30
7	-9-6	-5-4	-11-9	9	29
6	-14-10	-7-6	-14-12	8	28
5	-20-15	-10-8	-17-15	7	26-27
4	-30-21	-14-11	-22-18	5-6	24-25
3	-46-31	-21-15	-28-23	2-4	22-23
2	-69-47	-32-22	-38-29	-1-+1	18-21
1	-103-70	-43-33	-58-39	-12-2	10-17
0	-216-104	-72-44	-222-59	-40-13	0-9

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*See footnote on page C-4.

Table C-3 (cont.)

Percentile Corresponding to Each Raw Score on Selected TALENT Tests*
For 15-Year-Olds (boys and girls combined)

%ile	Raw Score				
	C-001	C-002	C-003	C-004	C-005
100	264-283	74-82	153-167	202-246	88-98
99	255-263	71-73	148-152	183-201	83-87
98	249-254	69-70	145-147	173-182	79-82
97	245-248	68	143-144	166-172	77-78
96	242-244	67	141-142	160-165	74-76
95	238-241	66	139-140	155-159	73
94	236-237	65	138	151-154	71-72
93	233-235		137	147-150	69-70
92	230-232	64	136	144-146	68
91	228-229	63	135	141-143	67
90	225-227	62	133-134	138-140	65-66
89	223-224		132	136-137	64
88	221-222	61		133-135	63
87	219-220		131	131-132	62
86	217-218	60	130	129-130	61
85	215-216		129	127-128	
84	213-214	59	128	125-126	60
83	211-212		127	123-124	59
82	209-210	58		121-122	58
81	207-208		126	119-120	57
80	205-206	57	125	117-118	
79	203-204			116	56
78	202		124	114-115	55
77	200-201	56	123	112-113	
76	198-199			111	54
75	196-197	55	122	109-110	53
74	195		121	108	
73	193-194			107	52
72	191-192	54	120	105-106	51
71	190		119	104	
70	188-189			102-103	50
69	186-187	53	118	101	
68	185			100	49
67	183-184	52	117	99	
66	181-182		116	97-98	48
65	180			96	
64	178-179	51	115	95	47
63	176-177			94	46
62	175		114	93	
61	173-174	50		92	45
60	171-172		113	91	
59	170		112	90	
58	168-169	49		89	44
57	167		111	87-88	
56	165-166			86	43
55	164	48	110	85	
54	162-163				42
53	160-161		109	84	
52	159	47		83	41
51	157-158		108	82	
50	156		107	81	40
49	154-155	46		80	
48	152-153		106	79	
47	151			78	39
46	149-150	45	105	77	
45	147-148			76	38
44	146		104		
43	144-145	44	103	75	37
42	142-143			74	
41	140-141		102	73	
40	139	43		72	36
39	137-138		101	71	
38	135-136		100	70	35
37	134	42			
36	132-133		99	69	
35	130-131		98	68	34
34	128-129	41		67	
33	127		97	66	33
32	125-126	40	96		
31	123-124			65	
30	121-122		95	64	32
29	119-120	39	94	63	
28	117-118		93		31
27	115-116			62	
26	113-114	38	92	61	
25	111-112		91	60	30
24	109-110	37	90	59	
23	107-108			58	29
22	105-106	36	89		
21	103-104		88	57	28
20	101-102	35	87	56	
19	98-100		86	55	
18	96-97	34	85	54	27
17	93-95		84	53	
16	91-92	33	83	52	26
15	89-90		81-82	51	
14	86-88	32	80	50	25
13	84-85		79	49	
12	81-83	31	77-78	48	24
11	78-80	30	76	47	
10	76-77		74-75	45-46	23
9	73-75	29	72-73	44	22
8	70-72	28	70-71	42-43	
7	67-69	27	67-69	41	21
6	64-66	26	64-66	39-40	20
5	60-63	25	61-63	36-38	19
4	55-59	23-24	57-60	34-35	18
3	49-54	22	52-56	31-33	17
2	43-48	19-21	46-51	25-30	15-16
1	28-42	14-18	29-45	13-24	11-14
0	0-27	0-13	0-28	0-12	0-10

*See footnote on page C-4

EXPLANATORY NOTES FOR PERCENTILE CONVERSION TABLES

1. Tables C-2 and C-3 are based on the same cases as Table C-1.

2. Unlike most tables, these percentile conversion tables are to be read from right to left. They are designed primarily to tell the percentile corresponding most closely to each raw score, rather than the raw score corresponding most closely to each percentile. Therefore to find the percentile corresponding to a given raw score, the raw score is located in the appropriate column of the table and the corresponding percentile is then read from the column to the left of the bank of raw scores.

3. The nearest percentile is given for every raw score. The stated percentile value represents the midpoint of the interval. Thus, for instance, any percentile value computed to lie between 63.50 and 64.50 would be called a percentile of 64. The percentile value 50 represents the range from 49.50 to 50.50.

4. In accordance with the procedure stated in Paragraph 2 above, a percentile of "100" means anything above 99.50.

5. Similarly, a percentile of "0" means anything below 0.50.

APPENDIX D

RESPONSES OF 15-YEAR-OLDS TO 100 SELECTED ITEMS OF STUDENT INFORMATION BLANK

Percentage distributions by grade and sex
(with cases in sample weighted to provide estimates of percentages
for the total 15-year-old population in the U.S.)

	Page
Explanatory notes	D-2
Distribution tables	D-4

EXPLANATORY NOTES

1. This appendix contains the distributions of responses of 15-year-olds to 100 selected items from the Student Information Blank (SIB). Separate distributions are presented for boys and girls, at each grade level, and for those 15-year-olds not in school.

2. Because of the limitations on computer programing, options to all questions have been designated numerically rather than alphabetically.

3. Each cell shows the estimated proportion of those in the grade giving a response to the item who marked that particular option. These proportions are given to three decimal places with the decimal point omitted. These estimated proportions were obtained by applying School Weight D. (See Chapter II, Section C, for an explanation of these weights.) Those omitting the item were not included in the base, in computing the proportions selecting each option. Thus the sum of proportions in each line add up to 1.000 if only the numbered options are included.

4. The column headed "N" is roughly proportional to the total number of 15-year-olds in the population who are represented by the respondents to the question. Note that the 15-year-olds represented by those who omitted the items are not included in N.

5. The column headed "X" indicates the ratio of those who omitted the question to those who answered the question. This figure, like the proportions marking the options, is given to three decimal places, with the decimal point omitted. Thus if the figure in Column X is 100, it means that approximately one-tenth as many 15-year-olds omitted the question as responded to it. Likewise, if the Column X figure were 3000 it would mean that approximately three times as many 15-year-olds omitted the question as responded.

6. Each line is labeled with the corresponding grade except that the line marked "5" is for 15-year-olds not in school, and the line marked "6" is for 15-year-olds in Grade 6 and below.

7. The column headed "M" contains the mean of the distributions. Means are computed on the basis of the option numbers and expressed in terms of the option number scale. In cases where the option numbers do not constitute any sort of ordinal scale, means are not presented, since such values would be wholly meaningless.

8. The actual numbers of 15-year-olds in Project Talent on whom these data are based are as follows:

	Boys	Girls
Out of school	4	6
Grade 6 and below	10	2
" 7	37	26
" 8	217	120
" 9	13,724	12,591
" 10	19,924	24,517
" 11	911	1,242
" 12	36	34
Total	34,863	38,538

9. The Student Information Blank contained the following directions:

> "These questions are about yourself, your family, and your plans for the future. This is not a test, and there are no right or wrong answers. Answer each question sincerely and thoughtfully as it applies to you. In no way will your answers affect your grades in school. All answers are strictly confidential.
>
> "Answer every question. For each question you are to mark one answer and only one answer. Be sure to read each question carefully, and then mark your answer in the appropriate space on your answer sheet. Some of the questions may be difficult for you to answer. Do not spend too much time on these questions, but mark the one best answer, and go on to the next question. You should have enough time to answer all the questions if you move along steadily."

56. How many books have you read (not including those required for school) in the past 12 months? Don't count magazines or comic books.

1. None
2. 1 to 5
3. 6 to 10
4. 11 to 15
5. 16 to 20
6. 21 or more

Boys

	1	2	3	4	5	6	X	N	M
5		517			234	249		8550	3.698
6	225	542	114		119		108	18530	2.247
7	160	277	216	161		186		78630	3.122
8	119	359	166	64	139	154	30	437570	3.205
9	166	388	181	98	64	104	16	2880853	2.818
10	143	392	186	98	63	117	15	4124052	2.898
11	121	370	195	103	67	144	22	159769	3.058
12	92	373	153	142	43	197	22	5799	3.262

Girls

	1	2	3	4	5	6	X	N	M
5	335	335	171		159			12950	2.313
6			518			482		4270	4.447
7	118	343	206	38	118	176		52080	3.223
8	182	338	141	132	58	148	18	258360	2.992
9	103	364	188	116	86	143	13	2624940	3.148
10	80	372	198	118	89	143	13	5012322	3.191
11	69	335	217	135	98	145	14	225479	3.294
12	57	275	159	214	210	85		5759	3.501

Items 65-82. For the following statements indicate how often each one applies to you. Please answer the questions sincerely. Your answers will not affect your grades in any way. Mark one of the following choices for each statement.

65. I do a little more than the course requires.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5		500	500			934	4420	2.500
6	108	108	413	166	206		20530	3.254
7	164	142	244	291	159	28	76520	3.139
8	83	218	272	285	142	40	433190	3.184
9	80	166	268	341	145	18	2874299	3.304
10	94	171	267	345	122	15	4123420	3.230
11	133	166	261	306	134	15	160779	3.142
12	213	159	277	297	54		5929	2.821

Girls

	1	2	3	4	5	X	N	M
5	171			665	164		12950	3.653
6	518	482					4270	1.482
7	87	510	135	136	132	87	47920	2.715
8	66	163	283	323	165	46	251300	3.358
9	78	192	274	348	108	14	2620719	3.215
10	88	192	293	336	91	14	5005723	3.149
11	122	240	279	280	78	15	225226	2.951
12	160	176	312	209	143		5759	2.997

Note--See page D-2 (Notes To Appendix D)

66. I have a difficult time expressing myself in written reports, examinations, and assignments.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys	1	2	3	4	5	X	N	M
5		337		663		305	6550	3.325
6	311	108	366	108	108		20530	2.594
7	122	218	215	361	84	27	76570	3.068
8	159	187	267	240	147	24	440370	3.028
9	143	184	224	292	157	19	2872567	3.136
10	119	167	204	321	190	17	4114111	3.295
11	97	165	137	354	247	22	159683	3.489
12	38	69	164	301	428		5929	4.011

Girls	1	2	3	4	5	X	N	M
5	171		164	330	335		12950	3.659
6	482	518					4270	1.518
7	147	392	99	301	60	254	41540	2.735
8	165	252	189	266	128	55	249190	2.939
9	127	189	207	309	168	14	2620627	3.201
10	110	169	203	322	195	14	5006310	3.323
11	95	145	147	346	267	10	226279	3.545
12	93	117	100	255	435		5759	3.824

67. Being a fast reader helps me complete my lessons quickly.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys	1	2	3	4	5	X	N	M
5				675	325	305	6550	4.325
6	119	352	230	114	184	108	18530	2.891
7	266	225	306	143	60	87	72350	2.505
8	148	228	245	246	133	27	438830	2.988
9	156	240	216	226	161	45	2799872	2.995
10	145	244	195	223	193	43	4011010	3.075
11	104	200	193	252	250	37	157434	3.345
12	159	195	198	36	412		5929	3.346

Girls	1	2	3	4	5	X	N	M
5	500	159		171	171		12950	2.354
6				518	482		4270	4.482
7	89	286	177	310	138	89	47810	3.122
8	158	219	207	256	160	26	256360	3.039
9	129	226	193	249	203	34	2570118	3.169
10	118	230	189	252	211	33	4916814	3.207
11	112	180	180	250	278	32	221540	3.402
12	210	79	132	277	302		5759	3.383

Note--See page D-2 (Notes To Appendix D)

68. My grades reflect my ability fairly accurately.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys

	1	2	3	4	5	X	N	M
5	337		337	325		305	6550	2.650
6		301	318	323	58		20530	3.139
7	71	228	361	257	83	26	76630	3.053
8	110	218	290	265	117	33	436380	3.061
9	112	210	277	268	133	31	2837967	3.098
10	120	223	255	275	128	25	4084169	3.068
11	116	237	232	271	144	29	158588	3.089
12	137	280	156	312	115	46	5669	2.987

Girls

	1	2	3	4	5	X	N	M
5	164	171		500	164		12950	3.330
6	518				482		4270	2.930
7		343	142	361	154	194	43[illegible]00	3.326
8	141	244	264	232	119	71	245500	2.944
9	62	171	260	333	175	30	2579901	3.387
10	66	174	253	339	168	25	4954864	3.369
11	64	171	253	347	165	28	222329	3.377
12	21	135	80	350	414		5759	4.001

69. I make sure that I understand what I am to do before I start an assignment.

1. Almost never
2. Not very often
3. About half the time
4. Most of the time
5. Almost always

Boys

	1	2	3	4	5	X	N	M
5			663		337	305	6550	3.675
6		205	311	210	274		20530	3.553
7	57	155	128	431	229	57	74400	3.619
8	95	86	271	291	257	37	434720	3.529
9	47	101	198	365	288	25	2855485	3.746
10	34	84	189	394	298	22	4096047	3.839
11	30	61	139	381	389	21	159868	4.039
12	42	56	76	324	501		5929	4.186

Girls

	1	2	3	4	5	X	N	M
5	164	506			330		12950	2.825
6			482	518			4270	3.518
7	46	261	216	188	288	87	47910	3.412
8	85	77	185	341	312	29	255470	3.717
9	24	61	147	393	375	19	2609034	4.035
10	16	52	145	410	377	17	4993885	4.081
11	20	45	125	401	409	13	225640	4.133
12	73	21	85	319	503		5759	4.157

Note--See page D-2 (Notes To Appendix D)

70. I seem to accomplish very little compared to the amount of time I spend studying.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5	500		500			934	4420	2.000
6		418	205	377			20530	2.958
7	164	250	179	256	151	28	76520	2.981
8	140	174	297	249	141	23	440410	3.077
9	88	176	242	321	173	44	2802920	3.316
10	73	138	214	373	202	34	4046778	3.493
11	66	118	156	395	264	27	158979	3.672
12		94	152	465	289		5929	3.950

Girls

	1	2	3	4	5	X	N	M
5		330	171	335	164		12950	3.334
6	518				482		4270	2.930
7	91	433	233	188	55	137	45810	2.683
8	162	220	322	194	102	58	248560	2.856
9	91	171	227	351	160	37	2561877	3.317
10	78	143	205	400	174	30	4931459	3.449
11	73	113	169	404	241	27	222484	3.627
12		82	43	506	369	36	5559	4.162

77. My teachers have criticized me for turning in a sloppy assignment.

(same options as above)

Boys

	1	2	3	4	5	X	N	M
5		337			663	305	6550	3.988
6	311	108	108	210	264		20530	3.008
7	54	212	111	366	256	54	74630	3.558
8	44	149	202	248	356	87	414500	3.723
9	57	96	145	324	378	28	2847890	3.870
10	39	69	117	347	428	20	4103488	4.056
11	29	52	95	341	483	20	159951	4.196
12		121	21	429	429	46	5669	4.165

Girls

	1	2	3	4	5	X	N	M
5			341	164	494		12950	4.153
6	518				482		4270	2.930
7	46	91	182	202	479	137	45810	3.978
8	79	68	124	231	498	35	254130	4.000
9	23	27	44	227	679	14	2621178	4.511
10	13	15	30	215	727	13	5014780	4.629
11	11	20	26	200	743	13	225641	4.645
12		37		124	839		5759	4.765

Note--See page D-2 (Notes To Appendix D)

79. I have difficulty with the mechanics of English composition.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5				337	663	305	6550	4.663
6		181	230	354	236	121	18320	3.645
7	118	218	314	166	184	26	76630	3.080
8	176	203	279	202	140	76	418800	2.927
9	155	181	257	271	137	29	2844616	3.055
10	143	160	240	294	162	20	4102813	3.172
11	141	142	190	298	229	24	159316	3.332
12	96	43	170	372	320	22	5799	3.777

Girls

	1	2	3	4	5	X	N	M
5		341		494	164		12950	3.482
6		1000					4270	2.000
7	188	223	178	179	232	87	47920	3.044
8	85	248	255	284	129	67	246360	3.124
9	96	124	222	342	217	26	2591108	3.461
10	86	108	213	350	244	19	4981778	3.559
11	78	103	166	355	298	16	224908	3.692
12	72	75	106	328	419		5759	3.948

81. I get behind in my school assignments.

(same options as above)

Boys

	1	2	3	4	5	X	N	M
5	337	337			325	305	6550	2.638
6	114	239	239	342	65	112	18470	3.004
7	107	242	277	109	266	26	76630	3.186
8	120	168	265	262	184	64	423590	3.223
9	62	104	167	378	289	24	2859294	3.730
10	45	82	149	403	321	19	4111150	3.872
11	27	81	138	377	376	18	160398	3.992
12		94	152	433	321		5929	3.981

Girls

	1	2	3	4	5	X	N	M
5		171	171	494	164		12950	3.653
6		518		482			4270	2.965
7	86	46	264	190	414	87	47920	3.801
8	67	85	215	352	281	26	256260	3.695
9	30	51	96	374	449	16	2616734	4.162
10	22	36	83	407	453	14	5005885	4.234
11	17	34	82	407	460	13	225643	4.258
12	60		21	277	642		5759	4.443

Note--See page D-2 (Notes To Appendix D)

82. My grades on written examinations or reports have been lowered because of careless errors in spelling, grammar, or punctuation.

1. Almost always
2. Most of the time
3. About half the time
4. Not very often
5. Almost never

Boys

	1	2	3	4	5	X	N	M
5			337		663	305	6550	4.325
6	208	210	420	161			20530	2.535
7	152	113	213	223	300	57	74420	3.407
8	154	191	267	277	110	50	429160	2.999
9	91	152	244	328	185	25	2854403	3.363
10	74	130	221	357	217	20	4104124	3.514
11	73	114	181	388	244	17	160471	3.615
12	43	128	289	207	333	22	5799	3.658

Girls

	1	2	3	4	5	X	N	M
5		171		159	670		12950	4.329
6		518		482			4270	2.965
7	129	133	264	234	239	89	47810	3.322
8	109	155	187	306	244	34	254260	3.420
9	50	85	175	378	313	16	2615905	3.818
10	38	71	164	387	339	15	5001478	3.919
11	41	56	125	387	390	11	226150	4.030
12	36	103	79	329	454		5759	4.063

Items 106-113. The following questions ask you to report your grades in courses you have taken in the ninth grade or later. Please consider only semester grades. If you have not taken any courses in the topic, skip the item. In these questions choose the one answer that best describes your grades. Mark your answers as follows:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

(If your school does not use letter grades, please use the following equivalents:

For a grade of A:	Excellent;	90-100
For a grade of B:	Good;	80-89
For a grade of C:	Average;	70-79
For a grade of D:	Fair;	60-69
For a grade below D:	Failing;	59 or lower)

Note--See page D-2 (Notes To Appendix D)

106. My grades in mathematics have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500	500			934	4420	3.500
6	109	121	230	299	121	121	121	18320	3.563
7	136	118	350	197	100	98	241	63360	3.300
8	143	110	211	187	180	169	533	294070	3.657
9	96	114	232	288	194	75	46	2797120	3.595
10	91	121	250	313	184	40	25	4084075	3.499
11	158	133	230	298	160	21	25	159257	3.232
12	244	143	273	190	130	20		5929	2.879

Girls

	1	2	3	4	5	6	X	N	M
5	257		257	487			504	8610	2.973
6								0	
7	129	271	272	135	130	63	641	31740	3.053
8	64	170	323	152	174	118	1029	129640	3.555
9	105	100	238	299	191	66	49	2532531	3.569
10	93	112	257	324	180	35	28	4939336	3.491
11	111	145	273	290	154	27	32	221560	3.314
12	293	140	295	109	162		82	5325	2.708

107. My grades in science courses have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5					1000		2869	2210	5.000
6	115	175	121	477		112	121	18320	3.409
7	145	159	300	325	71		327	59260	3.016
8	126	91	348	177	181	76	679	268500	3.424
9	93	127	250	287	170	73	151	2542934	3.532
10	99	143	270	303	152	34	68	3917701	3.369
11	145	162	276	287	109	22	36	157508	3.120
12	160	239	425	82	93		39	5704	2.709

Girls

	1	2	3	4	5	6	X	N	M
5		204	204	387	204		197	10820	3.591
6								0	
7	71	225	212	356	136		745	29840	3.262
8	55	153	412	208	150	22	1327	113010	3.311
9	96	117	254	286	185	63	250	2126908	3.535
10	97	129	275	318	149	31	75	4723319	3.386
11	121	186	292	285	99	17	45	218644	3.103
12	228	203	156	303	110			5759	2.865

Note--See page D-2 (Notes To Appendix D)

108. My grades in foreign languages have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500		500		934	4420	4.000
6	400		338	135		126	258	16320	2.714
7	112	172	315	180	111	111	371	57360	3.336
8	115	194	196	183	184	128	987	226810	3.512
9	113	117	215	246	174	136	707	1714104	3.659
10	100	112	226	278	185	99	446	2893985	3.634
11	136	167	229	240	133	95	312	124389	3.352
12	268	151	188	132	188	73	89	5444	3.042

Girls

	1	2	3	4	5	6	X	N	M
5	333			333	333		953	6630	3.333
6								0	
7	100	97	510	94	199		1459	21180	3.195
8	73	202	306	174	143	101	1968	88600	3.418
9	167	121	238	245	150	79	1087	1273422	3.329
10	138	131	266	271	139	55	584	3204962	3.307
11	182	166	249	233	122	49	323	172779	3.093
12	244	232	262	178	54	30	460	3944	2.657

109. My grades in history and social studies courses have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5				500	500		934	4420	4.500
6	121	66	236	345	233		121	18320	3.504
7	148	74	266	253	188	72	377	57090	3.475
8	129	135	301	173	129	134	689	266810	3.440
9	91	133	252	280	171	73	260	2322203	3.525
10	101	139	269	304	153	34	103	3795494	3.372
11	152	181	262	257	115	34	33	157993	3.104
12	188	143	384	229	56			5929	2.822

Girls

	1	2	3	4	5	6	X	N	M
5	204	197	599				197	10820	2.395
6	1000						1073	2060	1.000
7		164	154	535	74	72	877	27740	3.736
8	42	130	321	305	140	62	1425	108450	3.556
9	112	133	272	279	153	52	371	1938598	3.384
10	119	141	284	299	131	26	118	4541420	3.259
11	140	165	315	253	106	21	47	218233	3.084
12	271	288	235	131	74		37	5553	2.449

Note--See page D-2 (Notes To Appendix D)

110. My grades in English courses have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5			500		500		934	4420	4.000
6	241	121	301	337			121	18320	2.734
7	72	364	185	175	135	69	286	61150	3.144
8	80	137	287	198	149	149	746	258210	3.646
9	72	123	248	291	190	76	66	2744365	3.630
10	68	134	277	324	163	33	41	4018924	3.481
11	98	177	281	303	122	18	33	157966	3.230
12	152	196	407	117	127			5929	2.871

Girls

	1	2	3	4	5	6	X	N	M
5		401	395	204			197	10820	2.803
6								0	
7	169	98	245	245	245		1032	25630	3.299
8	58	268	332	151	167	24	1540	103520	3.172
9	132	141	288	278	127	33	68	2488958	3.228
10	124	174	329	272	89	11	42	4872584	3.063
11	154	229	320	230	59	7	33	221272	2.832
12	316	214	281	117	72			5759	2.413

111. My grades in vocational courses have been

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5	663				337		305	6550	2.350
6	228		181	471	121		121	18320	3.257
7	161	145	292	284	78	40	486	52930	3.092
8	155	129	237	207	122	149	1182	206550	3.461
9	111	155	280	259	135	60	644	1780545	3.333
10	111	166	296	296	104	27	621	2581413	3.198
11	146	237	261	262	79	15	678	97294	2.937
12	156	57	436	294	57		1810	2110	3.038

Girls

	1	2	3	4	5	6	X	N	M
5	333		333		333		953	6630	3.000
6								0	
7	89	190	363	87	187	84	1199	23680	3.345
8	56	310	165	152	198	118	2393	77510	3.480
9	122	154	278	266	130	52	1632	1009908	3.284
10	110	170	322	286	86	27	1390	2124742	3.148
11	123	228	307	263	62	17	1374	96270	2.965
12	53	354	199	53	247	94	1564	2246	3.370

Note--See page D-2 (Notes To Appendix D)

112. My grades in business or commercial courses have been:

1. All A's or equivalent
2. Mostly A's or equivalent
3. Mostly A's and B's or equivalent
4. Mostly B's and C's or equivalent
5. Mostly C's and D's or equivalent
6. Mostly D's or below or equivalent

Boys

	1	2	3	4	5	6	X	N	M
5				500	500		934	4420	4.500
6		373	129	369		129	199	17120	3.384
7	221	192	215	240	45	86	611	48820	2.952
8	200	43	219	202	142	195	1212	203800	3.626
9	103	144	239	265	155	95	1015	1452525	3.509
10	92	126	269	323	145	45	959	2136438	3.439
11	128	145	244	297	151	35	878	86925	3.305
12	108		452	65	199	177	2188	1860	3.780

Girls

	1	2	3	4	5	6	X	N	M
5			667		333		953	6630	3.667
6								0	
7	199		202	209	192	199	1459	21180	3.790
8	209	129	252	155	90	164	2698	71110	3.280
9	125	143	254	274	143	61	1694	986478	3.349
10	107	145	294	312	118	26	813	2800821	3.266
11	149	222	284	258	70	17	549	147559	2.927
12	271	174	305	127	60	63	720	3348	2.719

113. My grades in all courses starting with the ninth grade have been:

(same options as above)

Boys

	1	2	3	4	5	6	X	N	M
5			1000				934	4420	3.000
6	399		74	252		274	274	16110	3.277
7	221	284	191	177	84	43	614	48710	2.749
8	206	172	150	175	154	142	1154	209260	3.325
9	73	131	262	324	172	37	119	2616406	3.502
10	54	121	296	376	138	16	63	3935819	3.470
11	69	171	312	341	94	12	58	154320	3.256
12	91	153	432	178	125	22		5929	3.158

Girls

	1	2	3	4	5	6	X	N	M
5	204		591		204		197	10820	3.000
6								0	
7	239	97	251	82	86	245	1020	25780	3.412
8	181	150	216	83	215	155	2694	71200	3.465
9	75	129	298	336	140	22	125	2362483	3.403
10	55	127	336	368	107	8	59	4794591	3.368
11	48	181	363	328	74	5	65	214659	3.214
12	43	366	415	82	95		21	5639	2.819

Note--See page D-2 (Notes To Appendix D)

137. Were your parents born in the United States?

1. My father was born in the U.S. but my mother was not.
2. My mother was born in the U.S. but my father was not.
3. Both my parents were born in the U.S.
4. Both my parents were born outside the U.S.
5. I don't know whether my father or mother was born in the U.S.

Boys

	1	2	3	4	5	X	N
5		258	508		234		8550
6	228	241	295		236	121	18320
7	27	139	632	81	121	26	76630
8	31	106	663	124	77	65	423350
9	36	57	821	59	27	46	2798679
10	31	49	857	51	13	30	4061748
11	35	88	787	77	13	30	158499
12	74	59	702	165		21	5809

Girls

	1	2	3	4	5	X	N
5		409	190	197	204	197	10820
6			482		518		4270
7			710	211	79		52080
8	50	67	638	147	98	75	244650
9	24	38	869	47	22	37	2563545
10	24	42	884	40	9	28	4939957
11	30	75	821	66	8	20	224100
12	23	67	787	100	23	37	5553

171. If your family is renting your home or the place where you live, about how much are they paying each month?

1. Less than $60
2. $60 to $79
3. $80 to $99
4. $100 to $119
5. $120 or more
6. We have bought (or are buying) our home.

Boys

	1	2	3	4	5	6	X	N
5	258		234	258		249		8550
6	148	283		138	282	148	377	14910
7	166	95	167	78	53	441	26	76630
8	203	101	148	97	34	417	207	373520
9	131	87	64	40	34	644	84	2700678
10	95	68	52	29	25	731	63	3937898
11	105	89	64	40	52	650	75	151853
12	57	168	83	64	21	605	61	5589

Girls

	1	2	3	4	5	6	X	N
5	247					753	504	8610
6	482					518		4270
7	318	9	93	54	48	478	132	46020
8	224	86	46	68	54	521	74	244790
9	151	83	46	22	19	678	79	2462293
10	103	69	40	22	20	746	68	4755893
11	123	83	57	30	44	664	67	214255
12	170	71	107	47	47	557	136	5068

Note--See page D-2 (Notes To Appendix D)

172. If your family has bought (or is buying) your home, what is the present value?

1. Under $6,000
2. $6,000 to $10,000
3. $10,000 to $15,000
4. $15,000 to $22,000
5. More than $22,000
6. We are renting our home

Boys

	1	2	3	4	5	6	X	N
5			325			675	305	6550
6	290	148	148	138	134	142	377	14910
7	172	86	171	150	193	228	57	74420
8	137	138	182	193	77	274	183	381090
9	98	174	201	167	129	231	133	2582431
10	72	174	205	188	162	199	104	3789351
11	64	136	163	191	150	297	126	144913
12		211		205	217	367	44	5679

Girls

	1	2	3	4	5	6	X	N
5	341	318				341	998	6480
6			518			482		4270
7	373	100		50	102	375	239	42020
8	158	162	123	102	67	387	170	224710
9	104	166	172	152	121	285	201	2213769
10	75	164	193	185	154	229	172	4331452
11	79	135	155	182	147	302	191	191945
12	294	138	136	144	75	213	164	4948

173. Please make the best estimate you can of your family's total income for last year (1959). Include money earned by both parents or anyone else in the household who worked.

1. Less than $3,000
2. $3,000 to $5,999
3. $6,000 to $8,999
4. $9,000 to $11,999
5. $12,000 or more
6. I can't estimate this.

Boys

	1	2	3	4	5	6	X	N
5	258	249	258		234			8550
6	137	128		405	131	199	274	16110
7	136	55	152	164	91	401	26	76630
8	142	135	121	123	106	373	149	392410
9	74	197	190	102	85	352	72	2730726
10	44	199	218	110	107	322	47	3996512
11	61	192	185	106	141	315	83	150649
12		224	315	97	118	246	44	5679

Girls

	1	2	3	4	5	6	X	N
5	257					743	504	8610
6						1000		4270
7	332	53	103	96	103	314	244	41860
8	151	61	113	68	44	563	94	240340
9	62	134	115	56	51	581	65	2495836
10	40	145	134	66	63	552	43	4867130
11	52	144	161	75	72	497	75	212586
12	37	208	57	85	100	513		5759

174. Which of the following best describes your family's finances?

1. Barely able to make a living
2. Have the necessities
3. Comfortable
4. Well-to-do
5. Wealthy
6. Extremely wealthy

Boys

	1	2	3	4	5	6	X	N	M
5	508			234	258			8550	2.736
6	128	205	274	255		137	274	16110	3.205
7	179	58	536	169	57		116	70450	2.866
8	87	179	409	167	83	75	137	396440	3.207
9	41	147	565	181	43	23	54	2776183	3.107
10	22	129	639	170	27	12	31	4057751	3.086
11	10	114	654	178	29	16	34	157837	3.150
12		125	643	198	34			5929	3.141

Girls

	1	2	3	4	5	6	X	N	M
5		239	247	257	257		504	8610	3.531
6	518	482						4270	1.482
7	125	230	187	121	172	166	42	49970	3.485
8	81	247	373	143	79	76	99	239360	3.122
9	40	159	603	152	30	17	41	2552337	3.025
10	19	137	674	139	23	8	22	4966946	3.033
11	21	128	688	138	17	8	28	222348	3.027
12	93	94	712	100				5759	2.819

Items 190-193. How many of the following articles are in your home?

191. Telephone, television set, radio, phonograph

1. None
2. One
3. Two
4. Three
5. Four

Boys

	1	2	3	4	5	X	N	M
5		344	344		312	332	6420	3.279
6	131	137		252	480	274	16110	3.813
7	170	227	146	224	234	98	71630	3.124
8	68	252	193	207	279	142	394830	3.377
9	32	97	109	178	583	46	2798471	4.183
10	15	49	62	160	715	27	4076539	4.511
11	9	36	69	150	736	13	161173	4.569
12	22	22		170	786		5929	4.677

Girls

	1	2	3	4	5	X	N	M
5		492	508			2091	4190	2.508
6		482	518				4270	2.518
7	39	298	332	163	169	8	51680	3.125
8	42	197	193	236	333	52	249890	3.622
9	17	71	96	189	628	26	2589178	4.341
10	8	33	58	152	750	15	5002397	4.602
11	4	39	81	141	736	18	224559	4.566
12		113		303	584		5759	4.357

Note--See page D-2 (Notes To Appendix D)

193. Musical instruments, hi-fi or stereophonic set, classical records, art equipment, photo developing equipment

1. None
2. One
3. Two
4. Three
5. Four
6. Five

Boys

	1	2	3	4	5	6	X	N	M
5	344		344		312		332	6420	2.935
6	186		629	186			725	11900	2.814
7	238	201	381	121	59		131	69510	2.563
8	266	284	216	110	68	57	142	394770	2.602
9	235	238	232	157	82	55	53	2779238	2.778
10	197	238	243	180	89	52	30	4064842	2.883
11	175	217	244	193	110	61	26	159046	3.026
12	142	248	186	251	132	42		5929	3.110

Girls

	1	2	3	4	5	6	X	N	M
5	492	508					2091	4190	1.508
6	518	482						4270	1.482
7	280	479		103	49	89	144	45520	2.429
8	321	274	155	135	57	57	78	243860	2.505
9	235	259	229	164	71	42	33	2574026	2.700
10	198	243	249	183	87	40	19	4985119	2.839
11	185	231	250	187	106	41	16	225082	2.921
12	58	244	218	252	106	122		5759	3.469

Note--See page D-2 (Notes To Appendix D)

206. Which one of the following comes closest to describing the work of your father (or the male head of your household)? Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last.

1. I don't know
2. Farm or ranch owner and/or manager
3. Farm or ranch foreman
4. Farm or ranch worker
5. Workman or laborer--such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.
6. Private household worker--such as a servant, butler, etc.
7. Protective worker--such as a policeman, detective, sheriff, fireman
8. Service worker--such as a barber, beautician, waiter, etc.
9. Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.
10. Skilled worker or foreman--such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
11. Clerical worker--such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
12. Salesman--such as real estate or insurance salesman, factory representative, etc.
13. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
14. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
15. Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
16. Professional--such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
17. Technical--such as draftsman, surveyor, medical or dental technician, etc.

Note--See page D-2 (Notes To Appendix D)

Boys

	1	2	3	4	5	6	7	8	9	10	11
5			344			656					
6	174		162	166				166			
7	232	100	53	183	135	33		35	63		33
8	244	87	22	76	189	12	30	10	74	101	22
9	121	88	13	26	184	6	19	16	67	176	27
10	81	85	7	16	164	2	19	12	70	186	30
11	82	74	3	10	149	3	13	16	66	183	32
12	105	22			71		36	22		255	59

Girls

	1	2	3	4	5	6	7	8	9	10	11
5	1000										
6	1000										
7	312	376			265				46		
8	255	57	52	76	216		19	21	37	111	
9	172	87	9	29	201	3	14	14	55	171	20
10	119	78	6	19	172	2	16	11	62	184	27
11	96	52	8	15	158	1	18	9	66	203	30
12	179				126		23		23	109	130

Boys

	12	13	14	15	16	17	X	N	M
5							332	6420	4.967
6					331		617	12700	7.958
7		29		33	70		244	63190	5.405
8	11	26	27	46	11	11	213	371650	5.927
9	43	61	23	51	52	27	95	2671537	6.003
10	51	75	27	72	67	36	55	3968887	8.953
11	37	64	36	83	101	48	54	154911	9.487
12	41	41	21	143	183		21	5809	10.523

Girls

	12	13	14	15	16	17	X	N	M
5							2091	4190	1.000
6							1073	2060	1.000
7							94	47620	2.809
8	8		23	42	27	55	201	219000	6.073
9	35	58	16	54	43	20	73	2477512	7.372
10	45	71	21	75	61	30	57	4805546	8.520
11	40	61	24	100	82	37	59	215889	9.284
12	87	45		109	171		82	5325	9.682

Note--See page D-2 (Notes To Appendix D)

208. Which one of the following comes closest to describing the work of your mother (or the female head of your household)? Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one that she did last.

1. I don't know
2. Housewife only; she has not worked for pay in the last three years
3. Farm or ranch owner and/or manager
4. Farm or ranch worker
5. Worker or laborer--such as charwoman, laundry worker, etc.
6. Private household worker--such as housekeeper, maid, laundress, etc.
7. Protective worker--such as policewoman, etc.
8. Service worker--such as beautician, waitress, etc.
9. Semi-skilled worker--such as factory machine operator, cab driver, etc.
10. Skilled worker or forewoman--such as baker, inspector, etc.
11. Clerical worker--such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
12. Sales--such as real estate, life insurance, etc.
13. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
14. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
15. Proprietor or owner--such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
16. Professional--such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
17. Technical--such as draftsman, medical or dental technician, etc.

Note--See page D-2 (Notes To Appendix D)

	1	2	3	4	5	6	7	8	9	10	11
5		500									
6	303	159	148			152			152		86
7	75	455		71	36	38	36	35			69
8	130	435	24		69	66	24	46	27	29	7
9	86	532	10	11	44	32	8	43	39	16	79
10	60	552	4	5	37	27	4	41	45	16	106
11	61	530	8	2	32	15	2	37	45	11	124
12	59	317			41			69	39		257

Girls

	1	2	3	4	5	6	7	8	9	10	11
5	492					508					
6		1000									
7	133	695	43	42	42						
8	142	558	9	10	44	67		29	21	8	19
9	91	533	5	6	39	38	2	48	50	11	87
10	66	535	3	3	32	29	2	45	55	13	111
11	58	462	4	5	34	47	2	33	65	10	131
12		558			38	136					210

Boys

	12	13	14	15	16	17	X	N
5						500	934	4420
6							477	13900
7			36		113	36	359	57850
8	17	41		11	62	12	256	358830
9	11	18	9	11	47	6	104	2650155
10	12	15	8	13	52	4	56	3963342
11	11	20	17	13	70	2	36	157600
12		21		21	176		22	5799

Girls

	12	13	14	15	16	17	X	N
5							2091	4190
6								4270
7					44		96	47520
8	10	9	23		30	19	196	219930
9	10	13	9	13	40	5	70	2482932
10	10	15	6	15	56	4	39	4889245
11	11	27	10	17	83	3	43	219229
12					58		23	5629

Note--See page D-2 (Notes To Appendix D)

210. In which one of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.

1. I do not expect to attend college.
2. Biological sciences (botany, physiology, zoology)
3. Physical sciences (chemistry, geology, physics, astronomy)
4. Engineering
5. Mathematics
6. Pre-medical
7. Pre-dental
8. Pre-law
9. Business administration
10. Education
11. Sociology or psychology
12. Political science or economics
13. Foreign languages
14. Other liberal arts (philosophy, literature, history, etc.)
15. Fine arts (music,art,ballet,etc)
16. Agriculture
17. Nursing
18. Home economics
19. Pre-theology
20. Journalism
21. A program not listed above
22. I have no plans regarding college programs.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5	500					500							
6	318				148			152		86			
7	432	79	84	36									
8	335	29	97	77	38	24	31	1	54	33	6		24
9	272	28	60	186	44	32	14	32	27	22	5	6	7
10	216	39	64	201	45	41	16	35	38	24	5	4	5
11	202	38	105	168	60	58	9	44	53	29	11	6	6
12	72	20	97	194	113	120	42	140	76	37	20		

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5	508												
6	1000												
7	426	132		47	47					42			
8	413	21	20	21	31			40	62	9	9		29
9	314	14	16	3	19	25	4	11	85	72	15	3	15
10	291	19	13	3	24	25	4	8	93	101	26	2	18
11	233	36	20	3	31	37	2	15	83	141	39	2	37
12	230	21	21		21	38		37		259	82	21	23

Boys

	14	15	16	17	18	19	20	21	22	X	N
5										934	4420
6	152		144							477	13900
7	83	82			41			80	81	534	51260
8		37	33	6	6	6		75	87	318	341860
9	5	16	35	6	3	5	4	82	110	127	2595668
10	10	18	36	3	1	5	6	84	103	58	3955115
11	16	19	10	2		7	7	61	89	43	156455
12									67		5929

Girls

	14	15	16	17	18	19	20	21	22	X	N
5				492						2091	4190
6											4270
7				43				42	222	96	47520
8		21		29	24			89	182	205	218170
9	9	36	2	116	27	1	10	86	114	74	2474455
10	15	39	2	105	24	2	10	77	100	37	4897784
11	36	33	1	68	18	1	15	64	85	29	222076
12	21	44		21	101			58		23	5629

Note--See page D-2 (Notes To Appendix D)

211. In the following list of occupations, mark the one occupation you *expect* to make your career after you have completed your education. *If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.*

1. Accountant
2. Biological scientist (biologist, botanist, physiologist, zoologist, etc.
3. College professor
4. Dentist
5. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6. Elementary school teacher
7. High school teacher
8. Lawyer
9. Mathematician
10. Pharmacist
11. Clergyman (minister, priest, rabbi, etc.)
12. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13. Physician
14. Political scientist or economist
15. Social worker
16. Sociologist or psychologist
17. Armed forces officer
18. Artist or entertainer
19. Businessman
20. Craftsman
21. Engineering or scientific aide
22. Forester
23. Medical or dental technician
24. Nurse
25. Pilot, airplane
26. Policeman or fireman
27. Secretary, office clerk or typist
28. Writer
29. Barber or beautician
30. Enlisted man in the armed forces
31. Farmer
32. Housewife
33. Salesman or saleswoman
34. Skilled worker (electrician, machinist, plumber, printer, etc.)
35. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36. Some other occupation different from any above

Note--See page D-2 (Notes To Appendix D)

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6						213	124			218			
7	46	44			137	44			47	44		98	95
8	41	33	31	46	132	41	40	31	42	13	35	34	13
9	23	23	8	25	191	9	26	36	18	14	13	36	24
10	27	31	5	23	204	6	37	38	17	15	16	41	33
11	53	29	14	12	180	5	42	48	30	21	18	74	41
12	44	22	22	22	134		78	154	41			145	132

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6							518						
7			52			127	54	56	56				
8	10	12	20	10	10	100	32	23					10
9	15	12	4	3	4	68	51	13	8	7	3	9	13
10	16	15	4	3	3	84	63	8	8	6	4	9	13
11	23	14	3	7	2	128	75	13	12	7	2	17	20
12		21	76			139	171	37	21			21	38

Boys

	14	15	16	17	18	19	20	21	22	23	24	25	26
5				344							344		
6													
7				123			44			47			
8		26		63	21	33		13	21			78	6
9	3	8	3	65	21	31	13	14	30	6	2	47	20
10	2	5	3	56	18	37	12	12	30	5	1	35	17
11	5	10	7	42	19	29	17	13	13	7	1	23	11
12			22			61						41	

Girls

	14	15	16	17	18	19	20	21	22	23	24	25	26
5											1000		
6													
7				52							106		
8				29	21					11	103	10	24
9	1	21	8	13	28	4		1	1	12	139	6	2
10	1	25	14	10	30	5		1	1	13	122	6	2
11	4	23	24	8	40	3		1	2	25	89	6	1
12		37	44		21						21		21

Boys

	27	28	29	30	31	32	33	34	35	36	X	N
5										312	332	6420
6							218			228	1119	9690
7			47	47	44			47		47	742	45150
8				18	69	7	13	15	7	81	391	323930
9	6	3	7	19	61	2	6	35	15	136	149	2546383
10	3	5	7	20	57	1	7	41	9	123	68	3918861
11	10	7	8	13	47		2	31	8	111	45	156229
12				42						39	98	5399

Girls	27	28	29	30	31	32	33	34	35	36	X	N
5											2091	4190
6	482											4270
7	171		51	56		161				56	327	39260
8	146	37	35	22	31	203				100	277	205880
9	242	9	45	2	5	137	4	1	1	106	78	2466576
10	265	10	42	2	3	113	3	1		98	38	4890426
11	249	6	31	1		69	2	1	1	94	33	221354
12	114		21			137				58	23	5629

Note--See page D-2 (Notes To Appendix D)

212. Which one of the following occupations would you most like to enter? If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

1. Accountant
2. Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
3. College professor
4. Dentist
5. Engineer (aeronautical, civil, chemical, mechanical, etc.)
6. Elementary school teacher
7. High school teacher
8. Lawyer
9. Mathematician
10. Pharmacist
11. Clergyman (minister, priest, rabbi, etc.)
12. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
13. Physician
14. Political scientist or economist
15. Social worker
16. Sociologist or psychologist
17. Armed forces officer
18. Artist or entertainer
19. Businessman
20. Craftsman
21. Engineering or scientific aide
22. Forester
23. Medical or dental technician
24. Nurse
25. Pilot, airplane
26. Policeman or fireman
27. Secretary, office clerk or typist
28. Writer
29. Barber or beautician
30. Enlisted man in the armed forces
31. Farmer
32. Housewife
33. Salesman or saleswoman
34. Skilled worker (electrician, machinist, plumber, printer, etc.)
35. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
36. Some other occupation different from any above

Note--See page D-2 (Notes To Appendix D)

Boys

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6		186					101	173				355	
7		87	42		39	42		47	91	42		47	92
8	50	67	20	75	97	38	1	39	22	12	20	54	7
9	20	27	7	26	183	9	26	39	21	12	15	41	26
10	25	34	5	23	196	7	33	42	17	14	16	44	35
11	43	41	10	12	179	5	42	53	23	14	19	75	49
12	43	22	22	24	245		36	151				142	129

Girls

	1	2	3	4	5	6	7	8	9	10	11	12	13
5													
6						518							
7		145		60					64	125			
8	10		39	19	10	41	39	30	2		10		
9	13	14	5	4	4	70	49	20	9	8	4	12	16
10	14	20	4	4	4	79	54	17	10	7	5	13	18
11	18	23	4	7	2	115	59	29	13	8	3	18	31
12		21	76			118	127	37	21			21	38

Boys

	14	15	16	17	18	19	20	21	22	23	24	25	26
5				344	344								
6													
7	44			118						45		39	
8	13	33		51	15	20		13	22	12	7	38	13
9	2	7	4	67	23	29	15	15	36	6	4	64	19
10	2	4	4	57	23	31	11	12	38	6	2	52	18
11	4	12	9	44	22	31	14	12	19	4	1	39	17
12			22			24	41					40	

Girls

	14	15	16	17	18	19	20	21	22	23	24	25	26
5											1000		
6													
7		58		60							60		
8				19	51	25				11	161	9	23
9	2	23	10	18	41	4		1	1	12	149	10	3
10	2	32	19	14	47	5		1	1	15	127	9	3
11	2	25	35	8	58	7		1	4	21	90	8	2
12		59	89		43						58		21

	27	28	29	30	31	32	33	34	35	36	X	N
5				312							332	6420
6										186	725	11900
7				45	89			45		45	668	47140
8			25	25	54		6	21	7	121	406	320530
9	4	4	7	15	56	3	6	32	14	116	147	2552088
10	3	7	7	15	54	1	7	39	10	106	68	3919640
11	7	5	7	13	38		5	37	7	89	50	155437
12										61	72	5529

	27	28	29	30	31	32	33	34	35	36	X	N
5											2091	4190
6	482											4270
7	125		58			183				64	508	34540
8	164		39	29	10	100	21	10		129	224	214790
9	218	13	51	2	6	108	5	2	1	94	78	2466463
10	221	16	49	2	5	88	3			92	38	4890887
11	201	14	32		1	68	2	1	1	90	37	220408
12	77		21		37	101				36	23	5629

218. **Mark the one answer indicating the highest level of education your father reached. Mark the one best answer even if you are not sure.**

1. I don't know
2. None, or some grade school
3. Completed grade school
4. Some high school, but did not graduate
5. Graduated from high school
6. Vocational or business school after high school
7. Some junior or regular college, but did not graduate
8. Graduated from a regular 4-year college
9. Master's degree
10. Some work toward doctorate or professional degree
11. Completed doctorate or professional degree

Boys

	1	2	3	4	5	6	7	8	9	10	11
5	525			475							
6		311		159			148	144	152		86
7	152	295	36	108	102	137	136			34	
8	263	116	101	166	128	87	12	38	44	20	25
9	161	69	131	191	226	42	51	71	22	7	28
10	107	47	125	189	255	53	64	87	21	13	38
11	113	48	111	196	223	47	62	92	37	14	56
12	21		40	360	255	65	21	100	37		102

Girls

	1	2	3	4	5	6	7	8	9	10	11
5		492		508							
6			1000								
7	261	179	270	86	158		47				
8	351	195	69	230	2	19	30	21		25	58
9	196	84	138	206	198	36	39	52	12	6	33
10	135	60	126	202	235	49	58	70	17	10	39
11	131	72	106	210	209	43	64	78	18	15	55
12	79	195	126	133	129		88	92		132	25

Boys

	X	N	M
5	1031	4210	2.425
6	477	13900	5.762
7	283	61280	3.910
8	335	337590	3.883
9	112	2631921	4.343
10	64	3934081	4.807
11	46	156000	4.990
12	35	5729	5.640

Girls

	X	N	M
5	2091	4190	3.017
6	1073	2060	3.000
7	99	47410	2.887
8	233	213330	3.258
9	86	2447664	4.023
10	56	4810615	4.552
11	49	217840	4.718
12	103	5221	4.977

Note--See page D-2 (Notes To Appendix D)

219. Mark the one answer indicating the highest level of education your mother reached. Mark the one best answer even if you are not sure.

1. I don't know
2. None, or some grade school
3. Completed grade school
4. Some high school, but did not graduate
5. Graduated from high school
6. Vocational or business school after high school
7. Some junior or regular college, but did not graduate
8. Graduated from a regular 4-year college
9. Master's degree
10. Some work toward doctorate or professional degree
11. Completed doctorate or professional degree

Boys

	1	2	3	4	5	6	7	8	9	10	11
5	1000										
6	157	340					162		174	166	
7	239	112	225	111	58	75	73	35	72		
8	246	123	82	182	151	53	53	46	6	26	31
9	141	44	104	187	320	47	45	75	14	9	13
10	90	25	92	173	375	62	56	89	16	8	14
11	83	29	81	171	359	66	63	83	29	11	25
12		34		42	370	149	212	135	20		37

Girls

	1	2	3	4	5	6	7	8	9	10	11
5		492		508							
6					1000						
7	222	413	130	42	105	42			47		
8	292	213	134	192	85	10	11	12		2	49
9	132	56	123	238	277	55	40	46	9	5	19
10	82	34	105	224	323	79	55	64	11	7	16
11	76	36	114	212	294	76	62	72	26	10	22
12		75	60	120	381	64	162	58	43		36

Boys

	X	N	M
5	1031	4210	1.000
6	617	12700	5.201
7	377	57090	3.762
8	348	334300	3.938
9	112	2631113	4.453
10	58	3955772	4.834
11	43	156495	5.007
12		5929	6.139

Girls

	X	N	M
5	2091	4190	3.017
6	1073	2060	5.000
7	96	47520	2.802
8	244	211360	3.100
9	68	2487667	4.270
10	40	4883257	4.688
11	36	220612	4.853
12		5759	5.485

Note--See page D-2 (Notes To Appendix D)

220. With whom are you now living; that is, who are the heads of the house?

1. Mother and father
2. Mother only
3. Father only
4. Sometimes with my mother, sometimes with my father
5. Mother and stepfather
6. Father and stepmother
7. Grandparents, aunt, uncle, or cousins
8. Brother or sister
9. Foster parents (not relatives)
10. Someone not listed above

Boys

	1	2	3	4	5	6	7	8	9	10
5	525								475	
6	311	86			307	152	144			
7	319	165	64	98	157	164		33		
8	534	117	54	38	67	34	48	48	17	41
9	751	85	28	14	44	17	27	12	8	15
10	831	72	17	7	32	10	15	5	3	7
11	823	92	19	6	26	15	13	3		3
12	819	41	22		118					

Girls

	1	2	3	4	5	6	7	8	9	10
5	1000									
6		518		482						
7	592	189		43			176			
8	645	143	53	22	41	33	27		9	29
9	776	99	16	7	49	11	22	7	5	10
10	819	84	14	3	43	10	15	4	3	5
11	828	83	9	1	39	9	15	5	4	7
12	920	58			23					

Boys

	X	N
5	1031	4210
6	477	13900
7	241	63380
8	252	360010
9	93	2677165
10	45	4005629
11	27	158967
12	21	5809

Girls

	X	N
5	2091	4190
6		4270
7	96	47520
8	138	231040
9	51	2527865
10	26	4949636
11	20	224213
12		5759

Note--See page D-2 (Notes To Appendix D)

221. What is the total number of living children in your family? Include yourself, together with all full brothers and sisters, half-brothers and sisters, stepbrothers and sisters, and foster brothers and sisters. Include those not now living in your home.

1. One
2. Two
3. Three
4. Four
5. Five
6. Six
7. Seven
8. Eight
9. Nine
10. Ten
11. Eleven
12. Twelve or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5									525	475		
6			350					217		227		206
7	67		123	211	70	135	121	137	68	33	36	
8	46	120	114	186	108	161	54	70	52	17	6	66
9	85	193	195	170	121	79	56	36	23	14	10	19
10	97	246	228	164	103	63	37	23	14	9	6	11
11	130	292	229	133	90	48	32	10	8	9	5	14
12	259	321	206	114			23	39				37

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5			508					492				
6		518						482				
7		46	100	49	137	143	137	46	248			95
8	62	110	174	167	101	68	112	111	28	38	9	19
9	73	193	208	167	115	79	55	38	26	18	12	17
10	88	230	229	171	107	66	42	24	16	11	7	10
11	106	299	204	134	92	59	31	27	12	22	10	5
12	83	179	427	63	58	35	58	75		23		

Boys	X	N	M
5	1031	4210	9.475
6	1110	9730	7.524
7	281	61380	5.714
8	263	356770	5.314
9	103	2652497	4.170
10	49	3989443	3.675
11	33	157982	3.360
12	35	5729	2.898

Girls	X	N	M
5	2091	4190	5.458
6		4270	4.895
7	146	45450	6.822
8	208	217760	5.027
9	58	2512792	4.236
10	29	4933983	3.778
11	27	222477	3.597
12		5759	3.705

Note--See page D-2 (Notes To Appendix D)

224. Where did you live just before moving to this community?

1. I have lived here all my life.
2. New England States (Me., N.H., Vt., Mass., R.I., Conn.)
3. Middle Atlantic States (N.Y., N.J., Pa.)
4. South Atlantic States (Del., Md., D.C., Va., W.Va., N.C., S.C., Ga., Fla.)
5. East North Central States (Ohio, Ind., Ill., Mich., Wis.)
6. West North Central States (Minn., Iowa, Mo., N.Dak., S.Dak., Neb., Kan.)
7. East South Central States (Ky., Tenn., Ala., Miss.)
8. West South Central States (Ark., La., Okla., Texas)
9. Mountain States (Mont., Idaho, Wyo., Colo., N.Mex., Ariz., Utah, Nev.)
10. Pacific States (Wash., Ore., Calif., Hawaii, Alaska)
11. United States possessions (Puerto Rico, Guam, etc.)
12. In a foreign country

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5	525					475						
6	159	159		86		152	292	152				
7	415	68	34	70		37	73	73	90	36		104
8	408	28	137	72	113	58	67	18	17	40	5	35
9	532	30	50	68	86	46	35	51	29	45	7	21
10	563	33	71	56	79	46	27	38	21	48	4	15
11	610	31	120	32	58	18	35	25	12	35	7	16
12	517		172			105	36		56	56		58

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5	1000											
6	518			482								
7	565	121	48	50	102				53			60
8	560		35	63	124		55	31		10	44	77
9	596	23	41	65	73	35	34	46	26	40	5	16
10	596	33	63	52	78	42	25	35	19	43	3	11
11	630	40	116	37	59	15	33	18	6	18	3	24
12	804		42	21	37		37		23			37

Boys

	X	N
5	1031	4210
6	477	13900
7	321	59520
8	289	349730
9	123	2606931
10	62	3941640
11	41	156863
12		5929

Girls

	X	N
5	5286	2060
6		4270
7	259	41350
8	297	202800
9	79	2463713
10	40	4882618
11	40	219771
12		5759

Note--See page D-2 (Notes To Appendix D)

225. How many rooms are in your home? Count all rooms; bedrooms, bathrooms, kitchen, living room, dining room, recreation room, enclosed porch, etc.

1.	One	7.	Seven or eight
2.	Two	8.	Nine or ten
3.	Three	9.	Eleven or twelve
4.	Four	10.	Thirteen or fourteen
5.	Five	11.	Fifteen or sixteen
6.	Six	12.	Seventeen or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5	475		525									
6	159		152	86		148	144				159	152
7	104	105	34	125	72	113	196	36	109	36		72
8	43	21	51	120	157	213	192	98	27	18	6	55
9	8	11	21	46	98	163	298	179	87	42	22	26
10	3	4	12	33	78	144	322	209	105	46	21	23
11	1	2	18	57	111	183	308	180	68	38	17	17
12			22	131	148	62	263	147	88	39		100

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5							1000					
6			1000									
7			141	305	195	99	97			162		
8		25	98	122	171	166	249	60	57	33		18
9	2	5	13	45	107	175	325	189	80	34	12	14
10	1	2	7	31	82	156	345	211	94	38	17	14
11	1	1	12	54	113	166	331	176	97	26	14	10
12				114	21	78	412	174	135		21	45

Boys

	X	N	M
5	1031	4210	2.050
6	477	13900	6.427
7	323	59420	5.806
8	336	337430	6.055
9	125	2602176	7.014
10	66	3924976	7.273
11	46	156070	6.917
12	82	5479	7.099

Girls

	X	N	M
5	5286	2060	7.000
6		4270	3.000
7	205	43210	5.516
8	207	217870	5.967
9	69	2485436	6.957
10	39	4885885	7.195
11	46	218636	6.949
12		5759	7.289

Note--See page D-2 (Notes To Appendix D)

226. How many people live in your home? Include yourself, brothers, sisters, parents, relatives, boarders, roomers, servants, etc.

1.	Two	7.	Eight
2.	Three	8.	Nine
3.	Four	9.	Ten
4.	Five	10.	Eleven
5.	Six	11.	Twelve
6.	Seven	12.	Thirteen or more

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5		475					525					
6		86		159	148	311	296					
7	70	33	103	168	297	34	72	189				33
8	18	117	194	123	148	180	55	63	31	17	17	36
9	24	138	235	210	149	94	59	36	22	12	6	13
10	20	149	271	231	144	82	46	24	16	7	5	6
11	32	176	292	235	105	62	40	17	16	9	8	7
12	43	257	353	180	39		34	57	37			

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5									1000			
6					518	482						
7	49	145	104	148	98	51	94	94	49	116	51	
8	81	85	160	161	151	128	137	64	19	4		9
9	19	130	241	224	155	95	54	36	21	10	6	8
10	18	147	267	230	153	85	45	25	13	7	5	5
11	21	166	296	205	128	78	34	30	18	11	7	7
12		83	272	337	175	23	35		75			

Boys

	X	N	M
5	1031	4210	4.625
6	477	13900	5.484
7	278	61520	5.228
8	299	346940	5.106
9	130	2590908	4.412
10	65	3928497	4.113
11	62	153670	3.924
12	21	5809	3.557

Girls

	X	N	M
5	5286	2060	9.000
6		4270	5.482
7	208	43100	5.618
8	220	215470	4.695
9	67	2492003	4.369
10	36	4902754	4.125
11	34	220984	4.072
12		5759	4.263

Note--See page D-2 (Notes To Appendix D)

232. What do you expect to do about military service?

1. Never serve because I am a girl
2. Quit high school to enlist
3. Enlist right after high school
4. Work for a commission through a college ROTC program, military school, or one of the service academies
5. Enlist after I have completed some college training
6. Enlist after I have graduated from college
7. Enlist after I have worked for several years
8. Enlist in the Reserves or National Guard
9. Wait until I am drafted
10. Never serve because I do not think I can pass the physical examination
11. Never serve for other reasons
12. I have no idea what I will do about military service.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5						525						475
6	152		159		459				144			86
7	71	130	298	73	76	38	37	73	72	35		96
8	41	84	197	121	68	103	59	19	30	38	26	214
9	11	29	273	115	63	110	28	33	65	21	19	233
10	6	11	240	145	59	124	24	31	68	18	22	251
11	6	10	158	175	50	124	27	32	92	21	36	269
12			40	143	81	273		59	105	42		258

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5	1000											
6	518											482
7	801	51			48							100
8	698		38	48	13	25	26	11		12	10	121
9	835	4	22	7	10	11	4	2	2	2	7	94
10	887	1	14	3	7	7	4	1	1	1	5	69
11	892	1	11	4	6	7	6	1	1		3	68
12	977								23			

Boys	X	N
5	1031	4210
6	477	13900
7	370	57410
8	334	337760
9	159	2524045
10	88	3848102
11	74	151944
12	44	5679

Girls	X	N
5	5286	2060
6		4270
7	207	43150
8	367	192400
9	89	2441204
10	43	4866593
11	31	221712
12		5759

Note--See page D-2 (Notes To Appendix D)

235. In which branch of the service do you expect to serve?

1. I do not expect to serve, for physical reasons.
2. I do not expect to serve, for reasons other than physical
3. Army
4. Air Force
5. Navy
6. Marine Corps
7. Coast Guard
8. Army Reserves or National Guard
9. Air Force Reserves or National Guard
10. Navy Reserves
11. Marine Corps Reserves
12. Coast Guard Reserves

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5			1000									
6			86	152	159	148	311			144		
7	69		267	106	72	130	35	108	104	73		36
8	103	94	150	183	117	165	45	34	51	25	13	20
9	39	60	206	253	210	120	33	29	18	11	11	10
10	32	56	224	254	235	104	32	25	14	8	8	7
11	37	78	267	249	212	77	26	18	10	7	15	4
12	63	46	331	298	182	80						

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5		1000										
6	518	482										
7	510	194	99		97			51				49
8	317	344	2	86	82	79		14	13	24	24	15
9	259	598	23	39	46	16	3	4	5	2	3	2
10	257	646	15	29	35	11	2	1	1	1	1	1
11	337	576	13	26	26	14	4	1	2	2		1
12	207	766										27

Boys	X	N
5	2869	2210
6	477	13900
7	324	59410
8	366	329870
9	184	2472380
10	104	3790644
11	73	152160
12	44	5679

Girls	X	N
5	5286	2060
6		4270
7	206	43200
8	500	175330
9	157	2297831
10	100	4617121
11	126	202957
12	214	4742

Note--See page D-2 (Notes To Appendix D)

237. Which one of the following best describes the college you expect to attend?

1. I do not expect to go to college.
2. A teachers college
3. An agricultural college
4. An engineering college
5. A liberal arts college
6. A college specializing in music or fine arts
7. A university which includes many of the above colleges
8. Some other type of college
9. I have no plans regarding the type of college I will attend.

Boys

	1	2	3	4	5	6	7	8	9
5									1000
6	189	103		180	176		180		171
7	308	56	69	76	107	106	72	103	103
8	336	47	73	154	45	34	64	102	144
9	293	27	54	174	44	29	127	113	139
10	244	33	42	190	55	21	160	125	129
11	209	30	27	181	136	16	189	114	97
12	72			210	351		154	155	59

Girls

	1	2	3	4	5	6	7	8	9
5								1000	
6	1000								
7	568	103			57				272
8	515	22	13	41	92	36	23	87	170
9	377	87	7	8	36	24	127	163	170
10	344	96	5	5	64	25	146	176	138
11	276	112	1	5	160	18	186	131	111
12	257	100			396	22	167	22	37

Boys	X	N
5	1031	4210
6	756	11690
7	324	59410
8	405	320840
9	187	2465903
10	102	3796344
11	72	152187
12		5929

Girls	X	N
5	5286	2060
6		4270
7	341	38830
8	405	187230
9	103	2410290
10	53	4822428
11	46	218467
12	38	5547

Note--See page D-2 (Notes To Appendix D)

238. How old do you expect to be when you get married?

1. I am already married.
2. 17 years old or younger
3. 18 years old
4. 19 years old
5. 20 years old
6. 21 or 22 years old
7. 23 or 24 years old
8. 25 or 26 years old
9. 27 to 29 years old
10. 30 to 35 years old
11. 36 or older
12. I don't expect to marry.

Boys

	1	2	3	4	5	6	7	8	9	10	11	12
5					525			475				
6				148	159	152	311					230
7		75	37	73	249	38	40	147	37			303
8	13	62	93	117	106	222	69	91	56	16	13	143
9	12	14	34	54	114	242	206	119	40	15	8	143
10	7	9	18	40	102	261	240	134	42	13	5	128
11	2	13	10	25	96	244	263	161	56	20	5	105
12			21		22	219	243	268	84			142

Girls

	1	2	3	4	5	6	7	8	9	10	11	12
5						1000						
6			482			518						
7	51	94	49	51	189	272	99	100	47			47
8	36	68	115	157	217	207	44	23	36	11		87
9	6	39	85	128	180	281	157	52	14	3	2	52
10	3	31	80	108	179	313	179	54	11	3	1	39
11	1	27	59	83	185	339	194	60	15	5	2	29
12			38	21	162	468	201	37				73

Boys

	X	N	M
5	1031	4210	6.425
6	477	13900	7.237
7	370	57410	7.456
8	458	309090	6.474
9	211	2417496	7.080
10	114	3755703	7.173
11	76	151713	7.252
12	21	5809	7.801

Girls

	X	N	M
5	5286	2060	6.000
6		4270	4.553
7	211	42990	5.645
8	427	184320	5.438
9	108	2398700	5.756
10	56	4808597	5.797
11	52	217282	5.916
12	21	5639	6.396

Note--See page D-2 (Notes To Appendix D)

239. If all your plans work out as they should, how much money per year would you expect to be earning twenty years after you graduate from high school?

1. $2,500 or less
2. $2,500 to $5,000
3. $5,000 to $7,500
4. $7,500 to $10,000
5. $10,000 to $12,500
6. $12,500 to $15,000
7. $15,000 to $17,500
8. $17,500 to $20,000
9. $20,000 to $22,500
10. $22,500 to $25,000
11. $25,000 or more

Boys	1	2	3	4	5	6	7	8	9	10	11
5	525					475					
6			102	175				187	187		349
7	252	142	106	73	69	112	35	37	68	34	73
8	167	122	104	73	123	65	90	26	80	7	142
9	48	82	134	152	130	100	76	62	52	33	130
10	29	60	128	172	144	107	81	65	56	33	126
11	12	57	105	135	138	115	70	86	71	33	178
12		81	132	145	90	117	196	23	23		192

Girls	1	2	3	4	5	6	7	8	9	10	11
5											1000
6			1000								
7	543	68	64	68			65	62			130
8	243	267	49	37	41	117	51	117	17	11	49
9	148	177	169	133	89	69	44	43	35	25	67
10	108	172	202	151	103	69	47	42	33	17	55
11	78	149	223	138	125	70	47	42	39	18	71
12	171	241	53	102	106	86	27	47	72	47	47

Boys	X	N	M
5	1031	4210	3.375
6	741	11790	8.025
7	324	59410	4.455
8	432	314800	5.213
9	275	2295631	5.731
10	173	3567078	5.882
11	123	145282	6.469
12	135	5226	6.170

Girls	X	N	M
5	5286	2060	11.000
6	1073	2060	3.000
7	608	32390	3.523
8	566	167980	4.080
9	291	2058693	4.361
10	229	4133222	4.328
11	207	189394	4.620
12	276	4514	4.468

Note--See page D-2 (Notes To Appendix D)

240. How much money is the least amount of earnings (per year) that would satisfy you in the twentieth year after you graduate from high school?

1. $2,500 or less
2. $2,500 to $5,000
3. $5,000 to $7,500
4. $7,500 to $10,000
5. $10,000 to $12,500
6. $12,500 to $15,000
7. $15,000 to $17,500
8. $17,500 to $20,000
9. $20,000 to $22,500
10. $22,500 to $25,000
11. $25,000 or more

Boys

	1	2	3	4	5	6	7	8	9	10	11
5						525					475
6	311		245						152		292
7	229	60	38	113	157	60	76	77	36	39	115
8	220	93	207	71	20	101	48	28	44	27	142
9	81	142	193	159	111	68	60	41	35	24	86
10	57	128	213	183	132	72	59	40	30	19	66
11	46	110	176	186	149	82	71	51	33	17	79
12	24	100	301	164	275	44	22	24			47

Girls

	1	2	3	4	5	6	7	8	9	10	11
5											1000
6				1000							
7	610	68	64		62	68	65		62		
8	282	164	68	63	52	38	103	105	37	12	73
9	224	214	169	117	77	45	33	32	22	17	49
10	195	229	205	127	75	43	33	26	20	11	35
11	160	221	209	139	98	44	41	18	17	11	43
12	319	150	119	82	201	27	47		27	29	

Boys	X	N	M
5	1031	4210	8.375
6	477	13900	5.626
7	427	55100	5.182
8	501	300310	4.797
9	259	2324018	4.796
10	161	3603394	4.706
11	118	146018	5.017
12	83	5477	4.284

Girls	X	N	M
5	5286	2060	11.000
6	1073	2060	4.000
7	613	32280	2.674
8	589	165490	4.391
9	282	2073179	3.680
10	214	4182181	3.522
11	193	191562	3.706
12	276	4514	3.325

Note--See page D-2 (Notes To Appendix D)

241. How many different times have you been sick in bed (as much as a day) in the past year?

1. None
2. One or two
3. Three or four
4. Five or six
5. Seven or eight
6. Nine or more

Boys

	1	2	3	4	5	6	X	N	M
5	525	475					1031	4210	1.475
6	148	159	230	463			477	13900	3.007
7	245	286		252	37	180	324	59410	3.090
8	256	279	154	97	95	119	394	323260	2.851
9	284	380	172	71	31	62	167	2507635	2.372
10	299	418	163	60	24	35	79	3879482	2.197
11	303	450	143	52	24	28	39	157090	2.128
12	137	553	219	57	34			5929	2.298

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6		1000					1073	2060	2.000
7	173	432	57	181	54	103	343	38780	2.820
8	182	363	214	80	55	107	435	183310	2.783
9	213	378	196	87	41	85	85	2448815	2.620
10	209	405	197	83	41	65	34	4910734	2.539
11	200	420	183	96	39	61	34	221105	2.535
12	172	506	145	95	59	23	21	5639	2.433

243. Which one of the following best describes your usual health in the last three years?

1. Excellent
2. Very good
3. Good
4. Average
5. Poor
6. Very poor

Boys

	1	2	3	4	5	6	X	N	M
5		525				475	1031	4210	3.900
6		186	278	359	177		725	11900	3.528
7	141	214	304	306	35		324	59410	2.880
8	195	323	196	194	42	50	463	308050	2.715
9	304	358	201	110	21	7	181	2477901	2.204
10	344	392	171	79	10	3	85	3857285	2.029
11	365	398	145	75	13	4	42	156705	1.982
12	369	456	137	38				5929	1.843

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6		1000					1073	2060	2.000
7	123	317	179	204	58	119	504	34620	3.112
8	115	366	213	244	61		433	183510	2.770
9	218	394	207	153	25	4	93	2432430	2.382
10	272	410	185	114	18	1	38	4891326	2.199
11	289	396	175	121	16	3	36	220695	2.186
12	257	422	177	144			61	5426	2.208

Note--See page D-2 (Notes To Appendix D)

Items 248-283. For the following questions, mark your answers as follows:

1. Yes
2. No

248. Do you wear glasses all the time?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	86	914	477	13900	1.914
7	202	798	372	57310	1.798
8	137	863	466	307420	1.863
9	158	842	194	2450677	1.842
10	167	833	93	3830535	1.833
11	159	841	45	156123	1.841
12	174	826		5929	1.826

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	267	733	343	38780	1.733
8	213	787	474	178380	1.787
9	184	816	101	2414100	1.816
10	182	818	42	4873654	1.818
11	159	841	41	219495	1.841
12	68	932	61	5426	1.932

249. Do you have trouble seeing things from a distance?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	841	159	477	13900	1.159
7	361	639	424	55200	1.639
8	336	664	481	304400	1.664
9	221	779	190	2458432	1.779
10	231	769	90	3837926	1.769
11	250	750	51	155296	1.750
12	275	725		5929	1.725

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6		1000	1073	2060	2.000
7	171	829	420	36680	1.829
8	354	646	500	175340	1.646
9	353	647	100	2415162	1.647
10	365	635	42	4873288	1.635
11	347	653	38	220277	1.653
12	314	686	61	5426	1.686

Note--See page D-2 (Notes To Appendix D)

250. Do you wear glasses for special purposes (reading, TV, etc.)?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	1031	4210	2.000
6	101	899	725	11900	1.899
7	119	881	481	53090	1.881
8	193	807	458	309150	1.807
9	170	830	192	2455602	1.830
10	181	819	92	3831976	1.819
11	229	771	51	155274	1.771
12	100	900		5929	1.900

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	231	769	420	36680	1.769
8	333	667	465	179510	1.667
9	269	731	102	2411020	1.731
10	311	689	44	4866142	1.689
11	326	674	40	219877	1.674
12	373	627	61	5426	1.627

251. Do you have trouble hearing people talk?

1. Yes
2. No

Boys

	1	2	X	N	M
5		1000	2869	2210	2.000
6	543	457	734	11840	1.457
7	288	712	372	57310	1.712
8	213	787	459	308890	1.787
9	82	918	193	2452201	1.918
10	55	945	93	3827625	1.945
11	53	947	52	155219	1.947
12	67	933		5929	1.933

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	61	939	504	34620	1.939
8	111	889	482	177400	1.889
9	76	924	104	2407519	1.924
10	58	942	43	4866843	1.942
11	58	942	40	219763	1.942
12	98	902	61	5426	1.902

Note--See page D-2 (Notes To Appendix D)

252. Are you hard of hearing?

1. Yes
2. No

Boys

	1	2	X	N	M
5	475	525	1031	4210	1.525
6		1000	725	11900	2.000
7	235	765	481	53100	1.765
8	160	840	470	306550	1.840
9	64	936	241	2358173	1.936
10	36	964	129	3705654	1.964
11	41	959	84	150540	1.959
12		1000	37	5717	2.000

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	109	891	420	36680	1.891
8	74	926	486	176980	1.926
9	39	961	149	2312420	1.961
10	27	973	78	4710172	1.973
11	34	966	70	213698	1.966
12	23	977	102	5226	1.977

255. Is your speech easily understood?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		1031	4210	1.000
6	852	148	477	13900	1.148
7	575	425	424	55210	1.425
8	615	385	486	303300	1.385
9	743	257	200	2438588	1.257
10	785	215	97	3815989	1.215
11	792	208	56	154521	1.208
12	812	188	39	5709	1.188

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6	1000		1073	2060	1.000
7	623	377	606	32420	1.377
8	725	275	504	174880	1.275
9	792	208	106	2402774	1.208
10	828	172	44	4861742	1.172
11	832	168	47	218281	1.168
12	855	145	61	5426	1.145

Note--See page D-2 (Notes To Appendix D)

274. Do you often get severe headaches?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	899	101	734	11840	1.101
7	604	396	616	48670	1.396
8	271	729	521	296420	1.729
9	164	836	251	2338869	1.836
10	120	880	125	3719409	1.880
11	101	899	72	152268	1.899
12	123	877		5929	1.877

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	473	527	846	28210	1.527
8	608	392	546	170110	1.392
9	280	720	138	2335383	1.720
10	236	764	64	4774395	1.764
11	232	768	55	216738	1.768
12	151	849	61	5426	1.849

295. Do you have a car of your own, or one that is mostly for your use?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	148	852	477	13900	1.852
7	200	800	917	41020	1.800
8	254	746	659	271650	1.746
9	167	833	324	2209986	1.833
10	163	837	156	3619711	1.837
11	166	834	94	149159	1.834
12	103	897		5929	1.897

Girls

	1	2	X	N	M
5		1000	5286	2060	2.000
6		1000	1073	2060	2.000
7	100	900	1607	19980	1.900
8	85	915	793	146690	1.915
9	92	908	179	2253445	1.908
10	94	906	75	4724831	1.906
11	99	901	60	215666	1.901
12	147	853	61	5426	1.853

Note--See page D-2 (Notes To Appendix D)

297. Do you think you will quit high school before you graduate?

1. I definitely will leave.
2. I am almost sure to leave.
3. I am likely to leave.
4. I am not likely to leave.
5. I definitely will not leave.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6		311			689	477	13900	4.068
7	230	173	117	358	122	1210	35580	2.969
8	133	165	184	124	394	573	286560	3.481
9	38	41	65	162	694	328	2204258	4.433
10	19	14	24	105	838	164	3595920	4.730
11	10	7	19	77	887	90	149793	4.823
12	56				944		5929	4.775

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6			1000			1073	2060	3.000
7			374	626		1369	21980	3.626
8	63	97	109	341	390	708	154010	3.900
9	26	19	38	170	746	184	2245550	4.591
10	17	9	19	113	842	77	4716851	4.753
11	14	6	3	98	880	57	216264	4.823
12	39				961	103	5220	4.842

298. After you leave high school, are you likely to go to a vocational school?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5					1000	3275	2000	5.000
6			459	296	245	477	13900	3.786
7		176	232	356	237	1210	35580	3.653
8	59	198	242	268	233	635	275680	3.415
9	76	75	154	339	355	371	2134323	3.821
10	54	53	124	359	412	187	3525194	4.022
11	46	34	74	313	534	107	147385	4.254
12		22	105	173	701		5929	4.552

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6					1000	1073	2060	5.000
7	91			490	419	1369	21980	4.146
8	77	89	119	369	346	784	147400	3.817
9	58	65	136	393	347	224	2171336	3.905
10	51	56	108	388	397	102	4609501	4.025
11	40	43	86	331	501	81	211499	4.210
12	80	41		425	454	103	5220	4.134

Note--See page D-2 (Notes To Appendix D)

299. After you leave high school, are you likely to go to a business or commercial school?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
4. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6	466	304	144		86	477	13900	1.937
7	56	236	242	345	121	1210	35580	3.239
8	129	137	214	295	225	648	273500	3.352
9	54	67	146	373	360	366	2143079	3.917
10	34	40	108	394	424	184	3534278	4.134
11	38	43	61	334	523	107	147440	4.262
12		22		207	771		5929	4.728

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6				1000		1073	2060	4.000
7	91	182	192	308	227	1369	21980	3.399
8	88	73	197	382	261	786	147250	3.656
9	74	91	186	373	275	209	2199169	3.684
10	64	85	177	366	308	89	4661220	3.768
11	54	76	138	333	400	67	214188	3.948
12	80	25	83	360	452	103	5220	4.080

300. After you leave high school, are you likely to go to a junior college or a four-year college part-time?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5				1000		3275	2000	4.000
6		307	152	152	389	477	13900	3.623
7		179	239	404	178	1210	35580	3.580
8	121	124	231	307	217	563	288360	3.377
9	102	105	184	320	289	354	2161946	3.588
10	84	89	175	352	300	180	3546209	3.694
11	74	66	143	343	374	108	147323	3.878
12		84	20	304	591		5929	4.402

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6				1000		1073	2060	4.000
7	91		91	500	318	1369	21980	3.955
8	82	70	91	470	287	757	149650	3.809
9	70	79	157	361	333	203	2208856	3.809
10	58	67	138	376	362	86	4675355	3.917
11	47	60	141	360	392	75	212607	3.990
12	123	40		440	397	78	5340	3.948

Note--See page D-2 (Notes To Appendix D)

301. After you leave high school, are you likely to go to a junior college or a four-year college full-time?

1. I definitely will go.
2. I am almost sure to go.
3. I am likely to go.
4. I am not likely to go.
5. I definitely will not go.

Boys

	1	2	3	4	5	X	N	M
5			1000			3275	2000	3.000
6	101	356		169	373	734	11840	3.356
7	66		185	367	381	1356	33370	3.998
8	145	116	204	331	205	643	274370	3.335
9	217	160	183	228	212	364	2145289	3.059
10	258	185	182	201	174	183	3539303	2.848
11	365	165	147	178	145	111	146969	2.573
12	578	186	108	95	34		5929	1.822

Girls

	1	2	3	4	5	X	N	M
5			1000			5286	2060	3.000
6				1000		1073	2060	4.000
7	91	182	101	399	227	1369	21980	3.490
8	116	72	91	395	326	805	145730	3.744
9	170	137	160	265	268	208	2199850	3.323
10	201	158	141	229	271	86	4674617	3.212
11	289	185	123	185	218	70	213618	2.857
12	488	303		148	61	103	5220	1.991

302. Which type of college are you more likely to attend?

1. Four-year college
2. Junior college
3. I don't know which I will attend.
4. I don't expect to go to college.

Boys

	1	2	3	4	X	N	M
5				1000	3275	2000	4.000
6	101	169	365	365	734	11840	2.993
7	136	64	342	458	1507	31370	3.122
8	170	156	240	433	655	272290	2.936
9	375	84	230	311	363	2146948	2.478
10	489	70	193	248	182	3539406	2.198
11	578	72	130	220	107	147448	1.991
12	780	81	67	72		5929	1.431

Girls

	1	2	3	4	X	N	M
5	1000				5286	2060	1.000
6				1000	1073	2060	4.000
7		91	467	442	1369	21980	3.351
8	116	60	185	639	810	145330	3.347
9	291	63	272	374	202	2211026	2.729
10	351	71	232	345	85	4680438	2.571
11	482	85	159	274	70	213581	2.226
12	711	41	148	101	103	5220	1.638

Note--See page D-2 (Notes To Appendix D)

303. When do you plan to start college?

1. I don't plan to go to college.
2. I plan to start college right after high school.
3. I plan to start college after completing military service.
4. I plan to start college after I have worked for a few years.
5. I may go to college sometime in the future, but my plans are not definite.

Boys

	1	2	3	4	5	X	N
5	1000					3275	2000
6	187	458			356	734	11840
7	245	189	129	314	123	1348	33490
8	397	207	193	97	106	633	276050
9	273	417	129	57	124	375	2128605
10	229	517	100	42	112	188	3522665
11	205	640	54	27	74	116	146220
12	72	835		37	56		5929

Girls

	1	2	3	4	5	X	N
5					1000	5286	2060
6	1000					1073	2060
7	432	376		101	91	1369	21980
8	477	240	64	103	116	805	145730
9	365	457	16	38	125	208	2199410
10	341	517	8	31	103	88	4669004
11	279	601	7	31	82	67	214338
12	110	819	44		27	203	4786

304. What is the greatest amount of education you expect to have during your life?

1. I don't expect to finish high school.
2. I expect to graduate from high school.
3. I expect to obtain vocational, business school, or junior college training.
4. I expect to obtain some (less than 4 years) regular college training.
5. I expect to graduate from a regular four-year college.
6. I expect to study for advanced college degrees.

Boys

	1	2	3	4	5	6	X	N	M
5		1000					3275	2000	2.000
6		187	525	187		101	734	11840	3.304
7	194	198	200	204	70	133	1503	31420	3.159
8	177	385	162	138	70	68	657	271960	2.744
9	55	288	109	107	288	154	389	2106882	3.747
10	22	222	106	97	359	194	196	3498012	4.131
11	11	190	78	75	328	317	118	146044	4.469
12		72		126	325	477		5929	5.136

Girls

	1	2	3	4	5	6	X	N	M
5								0	
6	1000						1073	2060	1.000
7	203	586	111			100	1607	19980	2.308
8	161	492	181	45	75	45	886	139440	2.517
9	53	319	188	106	252	81	220	2177641	3.429
10	23	253	233	107	291	93	92	4648997	3.667
11	18	195	207	76	307	197	78	212039	4.049
12		184	25	64	384	344	103	5220	4.678

Note--See page D-2 (Notes To Appendix D)

305. Have you taken, or do you expect to take, the National Merit Scholarship tests?

1. No, I have not taken, nor do I expect to take these tests.
2. Yes, I expect to take these tests.
3. Yes, I have taken these tests.

Boys

	1	2	3	X	N	M
5			1000	3275	2000	3.000
6	365	280	356	734	11840	1.991
7	327	336	336	1507	31370	2.009
8	442	299	259	676	268960	1.817
9	515	390	95	420	2060607	1.579
10	455	475	70	211	3455276	1.614
11	379	424	197	124	145164	1.818
12	253	114	634		5929	2.381

Girls

	1	2	3	X	N	M
5		1000		5286	2060	2.000
6	1000			1073	2060	1.000
7	241	641	118	1979	17480	1.877
8	661	236	103	836	143270	1.443
9	615	358	27	251	2123852	1.412
10	546	420	34	109	4578427	1.488
11	445	340	215	82	211264	1.770
12	489	199	312	150	5009	1.823

306. If there were no other way for you to attend college, would you be willing to take out a loan which you would have to pay back after you graduate?

1. Yes
2. No

Boys

	1	2	X	N	M
5	1000		3275	2000	1.000
6	458	542	734	11840	1.542
7	415	585	2129	25130	1.585
8	374	626	671	269690	1.626
9	580	420	405	2083487	1.420
10	663	337	205	3473623	1.337
11	714	286	120	145752	1.286
12	832	168		5929	1.168

Girls

	1	2	X	N	M
5	1000		5286	2060	1.000
6	1000		1073	2060	1.000
7	422	578	1369	21980	1.578
8	459	541	830	143670	1.541
9	592	408	233	2155360	1.408
10	625	375	102	4608359	1.375
11	697	303	91	209550	1.303
12	762	238	150	5009	1.238

Note--See page D-2 (Notes To Appendix D)

337. How much education do your parents or guardians want you to have?

    1. They don't care whether I stay in high school.
    2. High school only.
    3. Vocational school, business school, or junior college.
    4. A college degree
    5. Professional or graduate school
    6. I don't know.

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198	208		188		406	930	10640	3.802
7		329	508	82		82	2113	25260	2.998
8	75	273	240	192	50	171	1126	211970	3.383
9	32	144	133	429	79	182	678	1744312	3.926
10	16	93	109	526	94	161	382	3027965	4.074
11	13	77	105	488	193	124	274	128114	4.143
12				555	421	24	190	4984	4.469

Girls

	1	2	3	4	5	6	X	N	M
5					1000		5286	2060	5.000
6								0	
7		329		347	154	170	3012	12980	3.837
8	31	235	166	178	124	266	1094	125580	3.925
9	20	134	181	340	54	271	416	1876763	4.087
10	11	112	228	380	53	215	209	4201166	3.997
11	12	69	205	480	84	150	172	194986	4.006
12		127	90	616	100	67	150	5009	3.891

339. Do you think that you would like to make a lifetime career in the military service?

    1. Like very much
    2. Like fairly well
    3. Indifferent
    4. Dislike a little
    5. Dislike very much

Boys

	1	2	3	4	5	X	N	M
5				1000		3275	2000	4.000
6		198		406	396	930	10640	3.999
7	166	245	330	91	168	2108	25300	2.849
8	150	263	245	189	153	1146	209980	2.932
9	141	175	214	162	308	697	1724394	3.320
10	125	166	215	157	337	393	3005159	3.413
11	97	158	171	169	404	275	127983	3.625
12	43	131	24	161	641	162	5104	4.225

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7			170	501	329	3012	12980	4.159
8	161	109	167	111	453	1170	121170	3.585
9	58	85	191	99	568	476	1800081	4.034
10	41	70	190	95	604	252	4055237	4.150
11	35	57	211	93	604	214	188265	4.174
12			97	55	848	208	4769	4.751

Note--See page D-2 (Notes To Appendix D)

340. Do you think you will make a lifetime career in the military service?

1. Definitely will not
2. Very unlikely
3. Unlikely
4. Likely
5. Very likely
6. Definitely will

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6		500	244			256	1376	8640	3.267
7	77	304	154	150	161	153	1873	27370	3.474
8	85	240	241	167	134	133	1320	194310	3.424
9	303	181	234	134	87	62	706	1715127	2.705
10	338	197	243	109	72	41	398	2992841	2.503
11	419	223	184	82	63	30	297	125878	2.235
12	749	96	44	66	44		190	4984	1.560

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617			201	182		3743	10980	2.332
8	266	58	228	152	172	125	1327	113000	3.282
9	617	132	130	45	38	38	483	1791990	1.870
10	681	131	110	28	26	24	255	4046282	1.660
11	693	127	115	22	17	26	218	187666	1.622
12	723	44	207		25		208	4769	1.560

Items 342-346. What is the longest period of active duty time for which you would consider enlisting in each branch of the service? Mark your answers as follows:

342. Army

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		188	406		406		930	10640	3.624
7		333	79	505		82	2125	25160	3.419
8	173	201	216	144	100	165	1154	209290	3.292
9	346	164	246	109	73	63	759	1663850	2.587
10	379	160	257	91	67	46	446	2894011	2.445
11	375	184	251	97	48	45	306	125018	2.393
12	377	321	252			50	245	4764	2.077

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617	201	182				3743	10980	1.566
8	549	149	20	80	99	103	1286	115060	2.340
9	774	71	76	27	21	31	546	1718853	1.541
10	819	56	68	19	12	26	297	3915761	1.426
11	821	49	74	13	12	30	268	180247	1.437
12	803	32		32	29	104	412	4078	1.766

Note--See page D-2 (Notes To Appendix D)

343. Navy

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198		198		396	208	930	10640	4.018
7	167	79	248	91	249	165	2112	25270	3.672
8	202	220	260	138	96	85	1206	204290	2.960
9	300	162	235	121	95	87	777	1647352	2.808
10	316	136	248	115	109	76	456	2874382	2.792
11	329	134	281	104	85	66	325	123185	2.682
12	370	220	297			113	245	4764	2.380

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	799		201				3743	10980	1.403
8	561	188	21	73	81	77	1239	117430	2.156
9	714	81	100	40	27	38	560	1703619	1.700
10	749	72	94	31	24	30	312	3870699	1.598
11	784	66	75	22	20	32	273	179518	1.525
12	803	32	29			136	412	4078	1.771

344. Air Force

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	614	198				188	930	10640	2.138
7		419	163	173	165	79	2112	25270	3.322
8	117	211	265	184	93	131	1166	208080	3.317
9	280	143	223	125	111	118	779	1645054	2.997
10	291	119	235	124	127	104	461	2864358	2.990
11	325	111	251	111	108	94	329	122780	2.847
12	246	266	303	70		116	245	4764	2.661

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	617			201	182		3743	10980	2.332
8	546	212	102	96	40	4	1331	112810	1.882
9	732	70	90	38	28	41	564	1699072	1.685
10	766	61	82	33	25	32	313	3867936	1.586
11	790	51	83	26	21	29	284	178037	1.525
12	803	61		32		104	412	4078	1.678

Note--See page D-2 (Notes To Appendix D)

345. Marine Corps

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6	208	198		396		198	930	10640	3.377
7		82	415	254	84	165	2112	25270	3.836
8	215	100	231	209	83	162	1180	206780	3.329
9	369	148	203	122	84	75	782	1642069	2.629
10	424	133	205	98	82	57	464	2859288	2.451
11	483	117	189	99	57	56	325	123139	2.297
12	482	175	222			122	245	4764	2.227

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	818	182					3743	10980	1.182
8	621	84	151	75	49	20	1284	115120	1.905
9	770	63	74	36	20	36	567	1695710	1.580
10	822	53	59	26	15	25	315	3862633	1.434
11	831	48	60	22	16	23	288	177466	1.413
12	803	64	29			104	412	4078	1.644

346. Coast Guard

1. I would not consider enlisting in this branch.
2. Six months
3. Two years
4. Three years
5. Four years
6. Six years

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	198		614			188	930	10640	3.167
7	166	171	91	328	79	165	2112	25270	3.478
8	245	219	180	179	91	85	1214	203550	2.906
9	412	170	192	101	67	59	793	1632498	2.418
10	449	154	194	85	69	49	462	2862314	2.319
11	473	153	199	82	39	53	320	123612	2.221
12	580	300	70			50	245	4764	1.691

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	1000						3743	10980	1.000
8	583	129	93	104	52	39	1327	113010	2.029
9	810	61	56	25	17	30	572	1690735	1.468
10	858	47	45	19	9	22	314	3865588	1.338
11	869	45	41	13	14	18	286	177785	1.310
12	832	32				136	412	4078	1.712

Note--See page D-2 (Notes To Appendix D)

347. How many different occupations have you seriously considered entering?

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6	198	198			396	208	930	10640	3.820
7		75	388	77	307	152	1873	27370	4.073
8	157	180	242	221	103	97	1216	203430	3.222
9	126	185	298	231	71	89	801	1625214	3.203
10	90	153	320	271	76	89	465	2856140	3.358
11	67	147	320	282	95	90	325	123187	3.460
12	75	130	227	516	26	26	303	4550	3.368

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	329	324	193	154			3012	12980	2.172
8	300	281	327	34	18	40	1205	119270	2.310
9	113	172	352	238	67	58	498	1773662	3.150
10	57	155	369	287	69	63	255	4046218	3.345
11	39	141	375	290	85	69	203	189943	3.447
12	44	172	228	404	99	52	259	4575	3.499

348. How definite is your present choice of an occupation?

1. Completely decided
2. Very definite
3. Fairly definite
4. Fairly indefinite
5. Very indefinite
6. Completely undecided

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	198		415	198		188	930	10640	3.366
7	77	81		537	73	232	1873	27370	4.144
8	151	174	172	206	30	266	1192	205640	3.589
9	106	161	351	162	89	131	826	1602870	3.359
10	85	146	384	173	92	119	476	2836006	3.397
11	89	157	367	158	107	123	331	122643	3.405
12	187	177	489	119		29	303	4550	2.655

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7		351	478			170	3012	12980	3.159
8	120	252	254	99	52	223	1163	121580	3.380
9	107	173	369	132	83	137	512	1758181	3.322
10	108	180	394	137	84	96	262	4023394	3.198
11	128	189	417	129	73	63	205	189672	3.019
12	107	270	376	125	79	44	259	4575	2.929

Note--See page D-2 (Notes To Appendix D)

349. What grade were you in when you decided upon your present choice of an occupation?

1. I have not decided upon an occupation.
2. 6th grade or earlier
3. 7th or 8th grade
4. 9th grade
5. 10th grade
6. 11th or 12th grade

Boys

	1	2	3	4	5	6	X	N	M
5			1000				3275	2000	3.000
6			397		396	208	930	10640	4.414
7	152	233	223	155	84	153	1873	27370	3.245
8	190	136	323	181	75	95	1260	199430	3.099
9	209	107	305	312	33	34	836	1593958	2.955
10	227	65	166	306	220	18	487	2814070	3.280
11	214	42	112	148	259	225	333	122472	3.871
12	75	110	53	223	158	381	303	4550	4.423

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7	590	182	228				3743	10980	1.638
8	337	201	273	110	3	75	1244	117210	2.466
9	207	122	341	304	14	11	520	1748074	2.829
10	182	91	191	317	209	9	266	4009723	3.307
11	159	89	122	181	253	196	208	189237	3.867
12	44	125	45	203	150	433	259	4575	4.590

Items 350-355. How important will each of the following be to you in your choice of a job? Mark your answers as follows:

350. Good income to start or within a few years

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	415	198	386				930	10640	1.971
7	77	157	152	235	148	231	1873	27370	3.911
8	141	219	290	99	186	66	1377	189650	3.166
9	309	229	271	99	45	47	876	1559782	2.484
10	312	263	288	77	32	29	517	2758767	2.340
11	313	251	293	79	30	34	370	119125	2.363
12	311	165	314	181		29	338	4430	2.483

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	261	504		236			5142	8480	2.211
8	276	266	273	35	74	74	1243	117270	2.587
9	285	239	323	89	31	34	559	1704699	2.443
10	252	247	344	97	33	28	289	3939329	2.496
11	238	229	349	102	47	35	226	186486	2.594
12	146	99	327	151	181	[illegible]	259	4575	3.410

Note--See page D-2 (Notes To Appendix D)

351. Job security and permanence

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	250		262		237	250	1435	8430	3.725
7	136	217	211	143	222	70	1677	29370	3.309
8	131	336	228	160	22	123	1404	187450	2.977
9	293	284	246	94	40	43	894	1545367	2.433
10	335	321	233	59	25	27	528	2738638	2.199
11	359	307	225	53	31	25	377	118506	2.165
12	308	396	165	104		27	338	4430	2.173

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	201	370	201			3743	10980	2.545
8	234	358	126	131		150	1241	117330	2.756
9	279	313	286	67	25	29	576	1686208	2.335
10	271	330	290	64	22	23	295	3922692	2.305
11	270	322	279	80	29	19	236	184879	2.334
12	219	296	208	52	126	98	259	4575	2.866

352. Work that seems important to me

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5		1000					3275	2000	2.000
6			198	198	396	208	930	10640	4.613
7	87	242	340	165		166	2112	25270	3.247
8	191	222	245	176	65	102	1352	191640	3.008
9	331	276	230	86	37	40	900	1540290	2.342
10	380	309	214	56	20	22	535	2727275	2.094
11	439	304	182	52	7	16	372	118958	1.930
12	497	133	247	123			338	4430	1.996

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429	571					3743	10980	1.571
8	184	392	202	54	19	150	1246	117080	2.781
9	411	303	205	44	15	22	575	1687056	2.014
10	449	315	184	32	8	12	297	3914164	1.872
11	483	319	161	22	8	8	236	184952	1.777
12	549	381	26			44	259	4575	1.652

Note--See page D-2 (Notes To Appendix D)

353. Freedom to make my own decisions

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6			406	198		396	930	10640	4.385
7	225	233	155	77	235	76	1873	27370	3.090
8	185	226	267	122	131	70	1414	186730	2.997
9	303	256	245	106	46	44	908	1534037	2.468
10	296	294	260	91	28	30	536	2724708	2.352
11	326	274	281	81	20	19	382	118144	2.251
12	266	208	169	179	125	52	338	4430	2.845

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	410		201	389			3743	10980	2.569
8	211	289	213	134		152	1330	112860	2.881
9	284	273	283	104	30	27	581	1681048	2.403
10	252	286	291	119	31	21	302	3900312	2.456
11	265	299	258	139	22	17	239	184558	2.405
12	170	398	333	28	26	44	259	4575	2.474

354. Opportunity for promotion and advancement in the long run

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		406			198	396	930	10640	4.178
7	163	167	332	339			2112	25270	2.847
8	195	154	296	204	81	70	1405	187380	3.031
9	331	261	222	95	45	46	924	1521258	2.402
10	370	288	208	70	29	36	545	2709426	2.205
11	427	266	197	55	22	32	373	118885	2.074
12	217	387	217	48		132	338	4430	2.622

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	188	383		201		3743	10980	2.760
8	160	330	287	89	56	78	1239	117480	2.787
9	303	280	251	96	35	35	586	1675953	2.385
10	305	289	252	98	29	27	306	3889188	2.339
11	315	287	252	95	30	20	238	184579	2.297
12	127	269	201	250	109	44	259	4575	3.077

Note--See page D-2 (Notes To Appendix D)

355. Meeting and working with sociable, friendly people

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6			198	386	208	208	930	10640	4.425
7	165	163	250	173	83	166	2112	25270	3.346
8	177	269	237	133	136	48	1391	188520	2.926
9	282	251	245	121	51	50	930	1516014	2.557
10	293	271	261	104	34	37	549	2701431	2.428
11	313	266	241	106	38	36	380	118242	2.401
12	86	179	450	233	52		338	4430	2.987

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429		201	370			3743	10980	2.512
8	281	213	249	138	57	62	1324	113170	2.663
9	410	270	219	60	19	23	592	1669720	2.076
10	435	275	209	49	15	16	306	3888184	1.983
11	440	278	196	60	16	10	234	185301	1.964
12	407	237	148	85		122	296	4445	2.400

Items 356-361. Imagine that you have been working for an employer for several years. How important do you think each of the following conditions would be in influencing you to quit to go to work for another employer? Mark your answers as follows:

356. If I could get better pay at another place

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6			406	386		208	930	10640	4.009
7	253	163	335	85		164	2150	24960	2.909
8	187	193	326	144	79	72	1407	187270	2.952
9	223	215	328	124	57	54	952	1499340	2.738
10	206	221	370	117	49	38	565	2674590	2.697
11	193	199	419	105	46	38	398	116767	2.726
12	211	237	360	79	86	27	338	4430	2.674

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201	201	415		182		3743	10980	2.760
8	149	213	356	119	82	80	1364	111260	3.012
9	192	210	370	129	56	42	609	1651644	2.774
10	167	206	394	142	57	34	317	3856464	2.814
11	155	188	397	146	75	39	259	181529	2.914
12	167	179	289	209	56	99	296	4445	3.105

Note--See page D-2 (Notes To Appendix D)

357. If the work was not interesting enough

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6			198			802	930	10640	5.405
7	167	82	332	252		168	2112	25270	3.341
8	133	151	298	155	168	95	1417	186450	3.361
9	210	245	286	133	62	64	962	1491940	2.782
10	247	277	299	99	42	36	572	2661928	2.519
11	309	298	266	73	24	30	400	116604	2.293
12	466	323	157	27		27	338	4430	1.853

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	228	403	182	188			3743	10980	2.330
8	91	208	338	172	56	135	1319	113420	3.298
9	239	264	308	100	46	44	621	1639734	2.584
10	271	297	301	72	31	28	323	3837042	2.381
11	268	326	289	67	24	26	269	180082	2.330
12	315	300	311	29		45	296	4445	2.235

358. If I could do more important work elsewhere

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6		198	406			396	930	10640	3.989
7	151	230	316	151	78	73	1883	27270	2.996
8	188	266	210	212	93	30	1603	173180	2.846
9	237	255	268	129	60	51	973	1483530	2.673
10	241	289	279	113	41	36	579	2650658	2.533
11	264	300	256	113	32	34	407	115983	2.453
12	350	174	158	150	111	56	338	4430	2.667

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	429	182	188			201	3743	10980	2.564
8	160	369	322	62	45	42	1565	102520	2.588
9	267	268	285	105	43	32	629	1631287	2.484
10	277	300	268	98	33	24	327	3827426	2.381
11	294	274	278	99	36	19	272	179760	2.365
12	362	223	295		48	72	296	4445	2.364

Note--See page D-2 (Notes To Appendix D)

359. If I had a poor supervisor

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not at all important

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		198		386	208	208	930	10640	4.227
7	77	152	381	77	238	75	1873	27370	3.473
8	176	189	296	138	85	116	1625	171690	3.116
9	196	236	271	155	68	75	975	1482151	2.886
10	195	240	310	153	55	47	583	2643171	2.775
11	175	229	335	163	62	36	410	115760	2.818
12	234	161	282	167	50	106	338	4430	2.957

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201			201	188	410	3743	10980	4.403
8	184	342	153	140	78	102	1416	108850	2.891
9	232	240	300	127	56	45	634	1626165	2.670
10	227	263	306	121	45	39	329	3819512	2.609
11	198	254	311	145	62	30	283	178194	2.709
12	75	355	212	110	176	72	296	4445	3.174

360. If I didn't like my co-workers

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6		208	397			396	930	10640	3.979
7	167		262	413		158	2113	25260	3.555
8	192	221	281	104	138	65	1594	173760	2.970
9	178	209	285	167	78	83	1002	1461449	3.007
10	182	229	310	163	65	52	593	2627881	2.857
11	201	221	313	162	51	51	419	115023	2.796
12	260	236	228	169	27	79	338	4430	2.705

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201		370			429	3743	10980	3.884
8	203	181	284	144	106	82	1459	106940	3.013
9	169	216	314	162	76	63	660	1601437	2.949
10	175	228	315	170	64	50	345	3774190	2.869
11	182	245	315	143	79	37	293	176835	2.802
12	103	196	316	137	128	120	296	4445	3.353

Note--See page D-2 (Notes To Appendix D)

361. If I did not receive expected promotions or salary increases

1. Extremely important
2. Very important
3. Important
4. Neither important nor unimportant
5. Unimportant
6. Not important at all

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6		604		188		208	930	10640	3.207
7		252	323	175	168	82	2112	25270	3.504
8	197	160	240	240	110	52	1562	175930	3.063
9	214	231	280	138	66	70	995	1467215	2.820
10	218	257	303	129	50	43	593	2627820	2.665
11	252	265	292	121	34	37	432	113938	2.532
12	283	181	301	129	27	79	338	4430	2.674

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	201		201	188	182	228	3743	10980	3.832
8	144	302	137	231	103	82	1370	110960	3.092
9	158	202	329	172	80	59	649	1611641	2.992
10	152	207	334	182	71	54	339	3791800	2.975
11	154	181	369	172	77	47	289	177317	2.981
12	174	185	158	206	206	72	296	4445	3.301

362. How many children do you expect to have after you marry?

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208		198	208	386		930	10640	3.565
7	177	276	190	89	177	89	2395	23160	3.080
8	113	129	276	285	92	106	1428	185650	3.434
9	118	80	324	269	128	81	1008	1457390	3.452
10	95	52	337	309	141	66	610	2599596	3.546
11	86	45	383	278	144	63	426	114420	3.537
12	81	28	449	227	138	77	379	4300	3.544

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7		188	812				3743	10980	2.812
8	156	90	401	147	147	60	1320	113360	3.219
9	49	56	338	234	229	94	611	1649847	3.821
10	36	40	292	268	255	110	322	3841866	3.996
11	33	25	281	284	244	133	257	181885	4.080
12	77		216	455	127	125	332	4325	3.930

Note--See page D-2 (Notes To Appendix D)

363. How well off financially do you hope to be in your lifetime?

1. Able to provide the necessities
2. Comfortable
3. Well-to-do
4. Wealthy
5. Very wealthy

Boys

	1	2	3	4	5	X	N	M
5		1000				3275	2000	2.000
6			812		188	930	10640	3.376
7	89	86	460	365		2379	23270	3.102
8	112	237	332	164	156	1497	180540	3.015
9	74	320	374	143	88	1020	1448973	2.850
10	45	338	425	133	59	603	2611401	2.823
11	34	326	407	169	64	428	114288	2.902
12		135	410	379	77	379	4300	3.397

Girls

	1	2	3	4	5	X	N	M
5			1000			5286	2060	3.000
6							0	
7		1000				4839	8920	2.000
8	186	234	426	101	52	1513	104630	2.598
9	67	470	338	84	41	623	1637707	2.563
10	37	506	356	72	28	325	3832493	2.547
11	39	465	375	87	35	248	183183	2.614
12	95	395	345	165		332	4325	2.578

364. How well off financially do you really expect to be in your lifetime?

1. Barely able to make a living
2. Able to provide the necessities
3. Comfortable
4. Well-to-do
5. Wealthy
6. Extremely wealthy

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	208	397				396	930	10640	3.375
7	165	334	173	328			2112	25270	2.663
8	120	173	324	241	92	50	1693	167340	3.162
9	39	141	435	267	71	47	1023	1446425	3.330
10	23	117	495	282	53	28	609	2601182	3.310
11	18	76	523	278	74	30	426	114442	3.404
12		27	421	392	86	74	338	4430	3.760

Girls

	1	2	3	4	5	6	X	N	M
5			1000				5286	2060	3.000
6								0	
7			776	224			4839	8920	3.224
8	85	311	321	146	96	40	1414	108940	2.977
9	20	155	576	192	36	21	633	1627510	3.132
10	15	135	627	188	24	10	331	3815037	3.102
11	13	116	631	203	30	7	263	180948	3.140
12	28	222	508	212	30		332	4325	2.994

Note--See page D-2 (Notes To Appendix D)

365. For a man who has a wife and children, having a life insurance policy is

1. extremely important
2. very important
3. important
4. neither important nor unimportant
5. unimportant
6. not important at all

Boys

	1	2	3	4	5	6	X	N	M
5				1000			3275	2000	4.000
6	198		208	188	198	208	930	10640	3.811
7	258	162	249	249		82	2112	25270	2.817
8	293	246	209	85	84	84	1534	177850	2.674
9	614	161	109	57	33	26	1059	1421267	1.811
10	734	151	66	27	11	11	634	2562024	1.465
11	777	141	56	15	5	5	452	112396	1.344
12	729	156	115				338	4430	1.386

Girls

	1	2	3	4	5	6	X	N	M
5				1000			5286	2060	4.000
6								0	
7	528		472				4839	8920	1.944
8	443	244	125	103	44	41	1522	104290	2.186
9	727	168	70	17	8	10	660	1600691	1.441
10	784	153	47	8	3	5	348	3767503	1.305
11	786	159	47	2	3	2	278	178855	1.283
12	792	178				29	293	4455	1.324

366. **Compared to your (or your future husband's) yearly salary, what is the greatest amount of life insurance you expect (or expect him) to have within ten years after you complete high school?**

1. **I do not expect (or expect him) to have a life insurance policy.**
2. **Up to an amount equal to ½ my (his) yearly salary**
3. **Up to an amount equal to my (his) yearly salary**
4. **Up to an amount equal to twice my (his) yearly salary**
5. **Up to an amount equal to three times my (his) yearly salary**
6. **Up to an amount equal to four or more times my (his) yearly salary**

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	396	198	208	198			930	10640	2.209
7	161	83	256	249	251		2112	25270	3.345
8	220	139	189	204	135	114	1626	171660	3.235
9	56	196	269	258	134	88	1273	1287557	3.483
10	39	191	299	257	123	92	808	2315363	3.510
11	34	183	334	245	100	104	608	101529	3.505
12	79	60.	508	130	30	193	376	4310	3.551

Girls

	1	2	3	4	5	6	X	N	M
5		1000					5286	2060	2.000
6								0	
7	496	280	224				4839	8920	1.729
8	169	186	253	270	79	43	1529	104000	3.035
9	40	278	295	226	87	74	898	1400067	3.263
10	27	257	341	228	82	64	530	3318892	3.274
11	30	240	330	227	104	69	487	153745	3.344
12	140	88	282	268	187	35	530	3764	3.377

Note--See page D-2 (Notes To Appendix D)

367. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have in a savings account in the tenth year after you complete high school?

1. I do not expect (or expect him) to have a savings account
2. One month's salary or less
3. Up to 3 months' salary
4. Up to 6 months' salary
5. Up to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208	198		198	396		930	10640	3.376
7	79		336	334	168	83	2112	25270	3.761
8	194	227	185	111	123	161	1596	173590	3.225
9	92	141	230	187	140	211	1304	1270343	3.774
10	63	106	208	187	179	257	843	2271243	4.083
11	71	67	153	219	210	280	634	99914	4.270
12			51	291	272	386	376	4310	4.992

Girls

	1	2	3	4	5	6	X	N	M
5	1000						5286	2060	1.000
6								0	
7	344			656			7112	6420	2.967
8	71	198	343	114	65	209	1586	101690	3.531
9	71	125	178	169	188	270	897	1400860	4.087
10	46	95	158	190	219	293	510	3362876	4.319
11	39	72	133	209	253	295	418	161258	4.449
12	58	97	97	310	73	365	680	3428	4.336

368. Compared to your (or your future husband's) monthly salary, what is the least amount of money you expect (or expect him) to have invested in securities (stocks and bonds) in the tenth year after you complete high school?

1. I do not expect (or expect him) to have invested in securities (stocks and bonds).
2. One month's salary or less
3. Up to 3 months' salary
4. Up to 6 months' salary
5. Up to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5					1000		3275	2000	5.000
6	406		208	198		188	930	10640	2.950
7	79	82	245	427		167	2112	25270	3.690
8	157	222	214	266	63	79	1725	165410	3.092
9	202	195	241	162	96	105	1345	1247929	3.069
10	236	181	226	161	93	103	884	2222032	3.003
11	245	153	215	176	107	103	670	97736	3.056
12	384	81	296	84	79	77	376	4310	2.622

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6								0	
7	500	500					10783	4420	1.500
8	212	234	308	89	22	134	1731	96290	2.877
9	289	185	192	141	87	106	931	1376322	2.871
10	301	183	187	144	99	85	536	3305956	2.814
11	295	179	181	162	107	75	437	159074	2.835
12	378	86	62	267	174	34	485	3879	2.873

Note--See page D-2 (Notes To Appendix D)

369. Compared to your (or your future husband's) monthly salary, how much money do you expect (or expect him) to have invested in real estate? Do not include your own home.

1. I do not expect (or expect him) to have invested in real estate, other than purchasing our own home.
2. Up to an amount equal to my (his) monthly salary
3. Up to an amount equal to 3 months' salary
4. Up to an amount equal to 6 months' salary
5. Up to an amount equal to 1 year's salary
6. More than 1 year's salary

Boys

	1	2	3	4	5	6	X	N	M
5						1000	3275	2000	6.000
6	208	198	198	188		208	930	10640	3.197
7		161	500		171	168	2112	25270	3.684
8	314	153	167	158	142	66	1763	163140	2.860
9	319	176	192	129	76	109	1365	1237562	2.794
10	427	153	144	109	62	105	898	2204933	2.542
11	589	79	112	77	68	75	680	97132	2.179
12	707	28	60	77	81	46	376	4310	1.937

Girls

	1	2	3	4	5	6	X	N	M
5				1000			5286	2060	4.000
6								0	
7	656	344					7112	6420	1.344
8	176	271	205	109	47	192	1786	94380	3.156
9	494	177	115	73	58	83	943	1367937	2.273
10	594	131	93	66	51	66	547	3283212	2.045
11	646	110	84	52	50	59	442	158541	1.927
12	598	86	178		139		440	3999	1.996

370. Which one of the following tells best how you expect to pay for things you buy after you have started to earn a living?

1. I expect always to pay cash for everything I buy.
2. I expect to pay cash for everything except large purchases, such as a house, a car, etc.
3. I expect to make large purchases (house, car, etc.) and some smaller purchases on the installment plan.
4. I expect to buy many things on the installment plan.
5. I expect to buy almost everything (except needs such as food, rent, etc.) on the installment plan.

Boys

	1	2	3	4	5	X	N	M
5					1000	3275	2000	5.000
6	614		198		188	930	10640	2.148
7	241	169	175	247	168	2112	25270	2.931
8	255	304	141	197	103	1658	169570	2.589
9	219	444	168	110	59	1250	1300694	2.346
10	220	525	146	77	32	792	2335229	2.176
11	274	558	86	53	30	575	103614	2.007
12	333	528	138			408	4210	1.805

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7		298	373	329		6762	6710	3.031
8	257	330	203	141	69	1923	89970	2.436
9	196	585	126	61	33	852	1435279	2.150
10	171	623	133	54	19	470	3454632	2.126
11	176	633	135	46	11	362	167837	2.082
12	114	667	30	156	33	440	3999	2.326

Note--See page D-2
(Notes To Appendix D)

371. Which one of the following statements tells best what you do about saving?

1. I save every cent I can, even if I have to do without some things I want.
2. I save whatever remains after I have bought most of the things I want.
3. I save a definite amount and spend whatever remains.
4. I save only after I have bought everything I want.
5. I save little or nothing.

Boys

	1	2	3	4	5	X	N	M
5	1000					3275	2000	1.000
6	198	406	396			930	10640	2.197
7	184	177	460	92	86	2395	23160	2.719
8	121	328	262	196	93	1798	161090	2.814
9	144	369	288	122	78	1295	1275186	2.620
10	131	418	302	99	50	818	2301759	2.520
11	71	499	285	101	44	603	101812	2.548
12	50	633	260	57		408	4210	2.324

Girls

	1	2	3	4	5	X	N	M
5					1000	5286	2060	5.000
6							0	
7	298	329		373		6762	6710	2.447
8	202	418	127	98	154	2065	85800	2.584
9	160	373	307	81	78	872	1419759	2.544
10	127	399	337	65	71	488	3413348	2.554
11	106	423	336	75	60	385	165009	2.560
12	86	583	222	30	80	440	3999	2.436

372. Which one of the following statements tells best what you expect to do about saving for the first 5 years after you start to earn a living?

1. I expect to save every cent I can, even if I have to do without some things I need.
2. I expect to save whatever remains after I have bought most of the things I want.
3. I expect to save a definite amount and spend whatever remains.
4. I expect to save only after I have everything I want.
5. I don't expect to save very much when I start earning a living.
6. I do not expect to save anything.

Boys

	1	2	3	4	5	6	X	N	M
5	1000						3275	2000	1.000
6	198	406				396	930	10640	3.384
7	187	443	189		180		2395	23160	2.543
8	138	285	209	175	90	103	1655	169770	3.102
9	171	321	314	106	53	35	1315	1264351	2.656
10	164	362	336	75	43	20	836	2279471	2.531
11	120	400	353	65	49	14	609	101467	2.565
12	195	334	386	29	57		408	4210	2.419

Girls

	1	2	3	4	5	6	X	N	M
5						1000	5286	2060	6.000
6								0	
7				702		298	6762	6710	4.596
8	210	309	225	88	23	145	1842	92530	2.842
9	189	290	414	56	37	14	908	1392855	2.505
10	156	297	461	41	35	9	513	3355689	2.529
11	125	309	480	41	37	9	418	161204	2.582
12		584	363			53	521	3786	2.575

Note--See page D-2 (Notes To Appendix D)

373. Among the following, what is the one most important thing for which you are now saving?

1. College
2. Marriage
3. A car
4. Clothes or recreational equipment
5. Something not listed above
6. I am not saving now.

Boys

	1	2	3	4	5	6	X	N
5			1000				3275	2000
6			604			396	930	10640
7	89	177	468	175	91		2395	23160
8	148	205	226	203	123	94	1689	167640
9	288	129	255	102	111	115	1315	1264126
10	384	87	244	70	111	104	837	2278468
11	511	61	162	64	94	108	636	99776
12	645	50	157	29	62	57	408	4210

Girls

	1	2	3	4	5	6	X	N
5						1000	5286	2060
6								0
7	373		627				6762	6710
8	192	257	152	97	118	184	2028	86840
9	288	117	74	155	128	238	900	1398579
10	312	107	60	147	147	227	509	3364379
11	387	90	40	135	129	219	400	163236
12	668		32	98	85	118	521	3786

374. Among the following, what is the one most important thing for which you expect to save after completing your education?

1. A house or furniture
2. A car
3. Investment
4. Marriage and family
5. Something not listed above
6. I do not expect to save.

Boys

	1	2	3	4	5	6	X	N
5		1000					3275	2000
6	406		188			406	930	10640
7	272	366	180			181	2395	23160
8	201	163	185	204	192	54	1684	167900
9	215	146	133	299	151	55	1327	1257397
10	213	110	111	384	150	32	853	2258879
11	210	88	87	435	159	22	639	99587
12	229	32	86	487	167		453	4080

Girls

	1	2	3	4	5	6	X	N
5					1000		5286	2060
6								0
7		298		329		373	6762	6710
8	299	117	89	308	92	94	1854	92130
9	196	83	58	444	176	43	926	1379678
10	175	79	47	500	172	28	527	3325129
11	171	78	43	518	173	17	430	159860
12	286	32		431	251		521	3786

Note--See page D-2 (Notes To Appendix D)

APPENDIX E

ESTIMATED PERCENTAGE DISTRIBUTIONS OF SELECTED SCHOOL CHARACTERISTICS

For Public Secondary Schools in Various Categories

Table No.	Abridged Title	Page
E-1	Types of Residences Served	E-2
E-2	Type of Area Served	E-3
E-3	Minority Group Students	E-4
E-4	Male Teachers' Starting Salary	E-5

Table E-1

Estimated** Percentage Distribution of Types of Residences Served (For Public Secondary Schools in Various Categories)

		Non-Vocational Schools		
			Other	
Type of Residence — Tax.Gr.*→	Vocational Schools (10)	Large Cities (21-22) (31-32)	Southeast (51-54)	NE & W (41-44) (61-64)
Low-cost homes	21.9	7.2	33.0	26.2
Low-rent apartments	1.5	1.4	--	0.4
Low-income areas	6.6	19.3	21.3	7.4
Moderate-priced homes	45.6	55.1	39.8	59.8
Moderate-rent apartments	--	1.6	--	0.4
Expensive private homes	--	5.2	--	1.1
High-rent apartments	--	3.3	0.4	--
Equally apartments and homes	12.2	6.4	1.9	2.0
No estimate available	12.2	0.5	3.6	2.7
Total	100.0	100.0	100.0	100.0
Approximate number of TALENT schools	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-2

Estimated** Percentage Distribution of Type of Area Served (For Public Secondary Schools in Various Categories)

	Vocational Schools	Non-Vocational Schools		
		Large Cities	Other	
			Southeast	NE & W
Tax.Gr.*→	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)
Type of Area				
Urban Residential	1.0	39.3	3.3	5.4
Urban Industrial	21.5	7.5	1.2	0.5
Urban Commercial	1.5	1.0	--	0.4
Suburban Residential	10.0	17.8	4.3	7.3
Suburban Industrial	10.0	--	1.9	2.1
Suburban Commercial	--	3.0	0.4	0.2
Scattered over city (greater than 5000)	21.0	14.9	12.6	7.8
Small town (less than 5000)	25.0	3.0	18.6	33.2
Rural--farm	--	--	52.9	38.6
Other	--	13.1	3.6	2.9
No estimate available	10.0	0.4	1.2	1.6
Total	100.0	100.0	100.0	100.0
Approximate number of TALENT schools	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-3

Estimated** Percentage Distribution of Percentage of Minority Group Students
(For Public Secondary Schools in Various Categories)

	Latin-American				Negro			
		Non-Voc Schools				Non-Voc Schools		
			Other				Other	
Tax.Gr.* → %	Voc. Schls. (10)	Large Cities (21-22) (31-32)	SE (51-54)	NE & W (41-44) (61-64)	Voc. Schls. (10)	Large Cities (21-22) (31-32)	SE (51-54)	NE & W (41-44) (61-64)
None	46.8	40.7	89.4	66.0	31.9	35.5	70.7	71.4
0-9%	43.7	51.4	9.7	27.6	57.6	26.6	3.3	23.2
10-19%	2.5	6.5	--	3.0	3.5	7.5	1.3	2.6
20-29%	3.0	0.5	--	0.6	3.5	11.1	--	0.2
30-39%	2.0	0.9	--	0.6	1.5	0.9	--	0.2
40-49%	0.5	--	--	0.6	1.5	0.5	--	--
50-59%	1.5	--	--	0.8	0.5	--	--	--
60-69%	--	--	--	0.2	--	--	--	0.2
70% +	--	--	0.9	0.6	--	17.9	24.7	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Approximate number of TALENT Schools	35	108	212	467	35	108	212	467

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*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)

Table E-4

Estimated** Percentage Distribution of Male Teachers' Starting Salary (For Public Secondary Schools in Various Categories)

			Non-Vocational Schools	
			Other	
	Vocational Schools	Large Cities	Southeast	NE & W
Salary Tax.Gr.*—>	(10)	(21-22) (31-32)	(51-54)	(41-44) (61-64)
$5000 or more	--	5.9	--	0.9
$4500-5000	42.5	22.7	0.4	6.8
$4000-4500	46.0	49.1	0.4	53.4
$3500-4000	11.5	13.9	10.4	24.6
$3000-3500	--	8.4	34.0	13.5
$2500-3000	--	--	47.7	--
$2000-2500	--	--	7.1	0.4
$1500-2000	--	--	--	--
$1000-1500	--	--	--	0.4
Under $1000	--	--	--	--
Total	100.0	100.0	100.0	100.0
Median	$4418	$4282	$2950	$4104
Approximate number of TALENT schools	35	108	212	467

*See Appendix A, Part 2, for a description of the Taxonomy Groups.

**Estimates were obtained by applying School Weight B. (See Chapter II, Section C, for an explanation of these weights.)